DOCUMENT RESUME

ED 073 836

PS 006 371

TITLE

A Program of Enrichment Opportunities for

Disadvantaged Children, Phase VIII, 1972-73. Project,

30-156.

INSTITUTION

Green Bay Joint School District 1, Wis.

SPONS AGENCY

Office of Education (DHEW), Washington, D.C. Div. of

Compensatory Education.

PUB DATE

73 497p.

EDRS PRICE DESCRIPTORS

MF-\$0.65 HC-\$16.45

Academic Achievement; Academic Enrichment; Affective

Objectives; Cognitive Objectives; *Compensatory

Education Programs; Disadvantaged Youth; Elementary Grades; Grade 10; Inservice Teacher Education: Parent

Education; *Parent Participation; *Preschool

Education; Preschool Programs; Program Budgeting; Program Descriptions; Program Planning; Psychomotor Objectives; Remedial Reading; Self Concept; Tutorial

Programs

, IDENTIFIERS

Elementary Secondary Education Act Title I: ESEA

Title I

ABSTRACT

This compensatory education program serves approximately 792 disadvantaged children. Thirteen elementary school enrichment learning centers, two tenth grade tutoring programs, an area-wide remedial reading clinic, an instructional service center, and intensive teacher-parent inservice training will be the framework for enrichment experiences. Those in the program are low achievers with average of higher intelligence. Pre-kindergarten children at two schools are the subjects of pilot programs helping teachers and parents to assess preventive activities designed for child development for later school success. Application for Title I funds, budget analysis, and equipment and material listing are given. Intellectual, physical, social, and emotional needs are described, as are the affective, cognitive and psychomotor objectives of the program. These are followed by delineation of staff responsibilities, program descriptions, the evaluation design, the identity of the children served, information dissemination, budget relationships, and inservice education descriptions. [Filmed from best available copy.] (Author/KM)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE OFFICE OF EDUCATION

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PROJECT, 30-156
A PROGRAM OF ENRICHMENT
OPPORTUNITIES FOR DISADVANTAGED
CHILDREN, PHASE VIII
1972-73

UNDER

PUBLIC LAW 89-10, TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT

JOINT DISTRICT NO. 1 OF THE CITY OF GREEN BAY AND TOWNS OF ALLOUEZ, BELLEVUE, DEPERE, EATON-GREEN BAY, HUMBOLDT, AND SCOTT IN BROWN COUNTY, WISCONSIN



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JOINT SCHOOL DISTRICT NO. 1 OF THE CITY OF GREEN BAY, ET AL GREEN BAY, WISCONSIN 54301

PROJECT ABSTRACT
PUBLIC LAW 89-10
ESEA-TITLE I, PROJECT 30-156, (1972-73)

I. Froblem

This project, through twenty-seven different behaviorally oriented objectives, seeks to provide a \$300 minimum concentration of compensatory education experiences to approximately 792 disadvantaged children. Its purpose is to provide them the necessary preparation for individual and social competency.

II. Design

Thirteen elementary school enrichment learning centers, two tenth grade tutoring programs, an area-wide remedial reading clinic, an instructional service center, and intensive teacher-parent inservice training will be the framework for enrichment experiences for disadvantaged children. Those taken into the project will be those average-or-better in intelligence but achieving below expected achievement levels. Fre-kindergarten children, at two schools will also be the subjects of pilot programs helping teachers and parents to assess preventative activities designed for child growth and development for later school success.

III. Procedure

All experiences provided will have behavioral purposes. They are all value related, fact centered, and psychomotor related in design.

IV. Evaluation

Evaluations, both objective and subjective, will be used in pre-and-post conditions to determine each participants beginning and ending level of achievement.



APPLICATION FOR GRANT

FY 19 ___

TO MEET THE SPECIAL EDUCATIONAL HEEDS OF EDUCATIONALLY DEPRIVED CHILDREN under Title 1 of Public Law 89-10 ex amended

STATE CODE	2, STATE PROJECT NO.	3. APPLICANT	4. APPLICANT PROJECT NG.	S. COUNTY	6. CONG. OKTAICT	7. 5M5A : CLASS	e. TOTAL ALL	
	i					: 4.2	9. TOTAL AMO	UNT REQUESTED
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		<u> </u>			Juni	3G, _	<u>s</u>	
ECTION II - C	ERTIFICATION	AND STATISTIC	CAL DATA (To	be complete	d by applicant)		
	-		CE	RTIFICATIO	ON .			
The applicant special educa	designated bel tional needs of	ow hereby applies educationally des	s for a grant of l prived children	Federal fund as set forth:	s to provide in in this applica	atructional	activities and s	ervices to meet the
I HEREBY CI below has aut meeting held	horized me, as	the best of my k its representative	nowledge, the in	aformation coplication; ar	ontained in thi ad such setion	s applicati is recorded	on is correct; the d in the minutes o	agency named of the agency's
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	Jefferson			SIGNA	فحقه وأبعمو	01		
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1.1	.	(1)				(2)	(3)	(4) .
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1 PUBLIC	SCHOOLS .	a in applicant's b in other school		· · · · · · · · · · · · · · · · · · ·		<u> k-12-</u>	36 x x x x x x x	22,543
		a In applicant's				1-12	19	
PRIVAT	re schools	b In other school				X X X X X	- x x x x x x x	6,762 x
3 INSTIT		LS FOR NEGLECT		JENT CHILD		2-12	2	99
B NOT ENR	DLLED IN ANY S	CHOOL BUT ELIG	BLE FOR ENRO	LLMENT (Inc	lude dropouts or	ıly)	xxxxxx	
C TOTAL NI	JMBER OF SCHO	OLS AND RESIDE	NT CHILDREN IN	APPLICANT	'S DISTRICT		THE PERSON NAMED AND ADDRESS OF THE PERSON NAMED AND ADDRESS O	
(Sum of 2A	& B)						157	29,404
		ncluded in Item 2C)			ME FAMILIES		·	3,234
CONCENTR	ATION OF CHI	LDREN FROM L	OW-INCOME FA	MILIES				
A DISTRICT	WIDE PERCENT	AGF (!tem 2D + 2C	. Col. 4) 11 9	B AV	ERAGE NUMBE m 2D + 2A-1-a, (R PER SCHO	OOL ATTENDANC	EAREA
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·	ENSUS BUREAU		FREE SCHO	201 1 1111 6	E THEAL		;	EMPLOYMENT STATIST
	OR DEPENDENT		SCHOOL SU		F HOUS	`		THER (Specify):
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_ for Di	sad <mark>van</mark> taged	d Children,	Phase VIII	7 15	THIS A COOPER	RATIVE PRO	OJECT? ("X" one)	A YES B X N
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1	•						this Application	

8 ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

A PUBLIC SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS WHERE TITLE 1 ACTIVITIES WILL BE LOCATED

oll entries to be reverified in the fall of 1972.	TOTAL NUMBER OF CHILDREN		OF CHILD IN ATTEND AREAS			IPATE IN A	OF CHILDRI CTIVITIES A IN COLUMN (T SCHOOLS
(LIST IN RANK ORDER PER COL. 4 OR COL. 5) (NUMBER SCHOOLS CONSECUTIVELY) Eligible Attendance Areas	ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	TOTAL	FROM LOW- INCOME FAMILIES	PEA- CENT (COLS. 4+3)		FROM PRIVATE SCHOOLS	TOTAL (COL 5. 6 - 7)	NUMBER IN COL. (A) FROM OUT. SIDE OF PROJECT AREA
(1)	(2)	(3)	(4)	(8)	(6)	[7]	(8)	(9)
1. Fort Howard	471	1294	440	.34	95	3	103	ļ ;
2. Nicolet	524	1095	350	.32	75	! - 11	8c	HONE
3. Whitney	329	689	220	.32	50	5	55	
4. Howe	29€	566	l7é	.31	55	6	£1	1
3. 5. Roosevelt	390	418	105	. 25	30	10	40	-
6. Jefferson	170	345	ું કે6	. 25	27	. 0	27	· ·
4. 7. Wequiock	2ŧ 2	525	116	•22	38	4	42	
B. Lincoln	406	950 EST	.209	.22	45	0	45	· ·
5. F.D. Roosevelt	194	1051	221	.21	25	3	28	
10. Tank	287	539	113	.21	51	0	51	: :
6. 11. Helen Keller	3r7 .	570 ES7	1.108	.19	19	5	24	
12. Norwood	515	344	150	.17	40	7	47	i
173. Oak Grove	167	921	147	.16	30	6	34	
14. East High	1393	4075	326	.09	25	Ö	25	
15. West High	1.483	5278	309	.07	25	0	25	i
8. Public Institutions 16. Our Lady of Charity (Girls)	72 EST.		72	100		72	72	72
17. St. Joseph's Home for Boys	21 EST.		- 26	100		26	24	! /4 26
TOTAL:	7365	19201.	3234		630	163	793	98

B PRIVATE SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS WHERE TITLE I ACTIVITIES WILL BE LOCATED

NAME OF PRIVATE	PUBLIC	NTIFY SCHOOL UMBER	TOTAL NUMBER OF CHILDREN ENROLLED IN	NUMBER OF CHILDREN ENROLLED	PARTICIPATE II	ER OF CHILDREN WHO WILL N ACTIVITIES AT SCHOOLS D IN COLUMN (1)
SCHOOL	(IT	EM 8, DL' 1)	EACH SCHOOL LISTED IN COL. (1)	WHO LIVE IN PROJECT AREAS	TOTAL	NUMBER IN COL. (4) FROM CUTSIDE OF PROJECT AREA
(1)		(2)	(3)	(4)	(5)	(6)
Al. SS Peter & Paul 2. Annunciation		2	479 452	NUT Avallable	11	Our Lady of Charity School
පී. St. Phillips 4. St. Jude		13	431 427	TILL FALL,	i d	72 EST.
 St. Joseph's Elem. St. Mary of the Angel 	s	12. 5	421 417	1972 , SJRVEY	7	St. Joseph's Home for Boys
7. St. Bernards 8. Cathedral		o, co	405 236	•	3.	26 ESI.
5. St. Pauls (Lutheran) 10. Holy Cross		5 7	170 107		4	
ll. St. John the Evangeli	st	4	178	,		,

		-	EXPENSE C	LASSIFICATION	
LARENDITURE ACCOUNTS (SEE OF HANDBOOK II)	ACCOURT RUMBER	544 APIES	CONTRACTED SERVICES	OTHER CXPEHSCS	ESTINATED TOTAL AMOUNT
(1)	(2)	(3)	(e)	(5)	(6)
Administration	100	23,464.00	825.00	2,615.00	\$ 26,904.00
instruction	200	149,509.24	200.00	26,638.96	176,348.20
Attendance Services	300				110)240,20
itenith Services	400				
Pupil Transportation	300		5.576.00		5,676.00
Operation of Plant	600	2,000.00	de emili alamakananan	1,500.00	3,500.00
Hainteriance of Plant	700		800,00	450.00	1,250.00
Fixed Charges	800		2,700.00	14,297.36	16,997.36
Food Services	900				101221120
Student Body Activities	1000	600.00		1,109.00	1,709.00
Community Services	1100	150.00	1	1,050,20	li,500.20
(Sum of lines 1 thru	11) SUB-TOTAL:	176,023.24	10,201,00	50,660.52	\$ 236.884.76
Sites	1210			1	220,000,10
Buildings	1220 A AND B	1			<u> </u>
Remodeling	1220 C			•	
Equipment for Instruction	1230 C			· · · · · · · · · · · · · · · · · · ·	773.50
All Other Equipment	1230 EXCEPT C			•	1,143.74
		<u>Remarks</u>			1910,14
·		(Sum of lin	es 13 thru 17, Col. 6	SUB-TOTAL:	1,917.24
TOTAL PROJECT BUDGET (Sun	of lines 12 and 18)		-	SRAND TOTAL:	s 236,802.00

1 Teaching 2 Teaching 3 Teaching 4 Teaching 5 Teaching 6 Teacher 7 Librarian 8 Librarian 10 Direction 11 Counseli 12 Psychola 13 Testing 14 Sacial W. 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	SSIFICATION OF ASSIGNMENTS (1) g • Pre-Kindergarten g • Kindergarten g • Elektentary	CLASS. NO. 2230,		ED NUMBER ULAR TERM	ESTIMATE FOR SUMM				ASSIGNMENTS
2 Teaching 3 Teaching 4 Teaching 5 Teaching 6 Teacher 7 Librarian 9 Supervis 10 Direction 11 Counseli 12 Psychole 13 Testing 14 Sacial Will 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp	g - Pre-Kindergarten g - Kindergarten		 	F+ F4		ER TERM	TOTAL SALARIES	(Not i	THIS PROJEC* included in • 1 Budget)
2 Teaching 3 Teaching 4 Teaching 5 Teaching 6 Teacher 7 Librarian 9 Supervis 10 Direction 11 Counseli 12 Psychole 13 Testing 14 Sacial Will 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp	g - Pre-Kindergarten g - Kindergarten	01	123	FIE	TOTAL	FTE*	TITLE I ONLY	No.	Amt. of
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3 Teaching 4 Teaching 5 Teaching 6 Teacher 7 Libraria 8 Libraria 9 Supervis 10 Direction 11 Counseli 12 Psycholo 13 Testing 14 Social W 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp						_	s	1	BB,500.00
4 Teaching 5 Teaching 6 Teacher 7 Libraria 8 Libraria 9 Supervis 10 Direction 11 Counseli 12 Psycholo 13 Testing 14 Social W 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	g • Elektentary	01						17	161,136.40
5 Teaching 6 Teacher 7 Libraria 8 Libraria 9 Supervis 10 Direction 11 Counseli 12 Psycholo 13 Testing 14 Sacial W 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.		01	9	9			108,091.00	1	13,188.00
6 Teacher 7 Librarian 8 Librarian 9 Supervis 10 Direction 11 Counseli 12 Psychola 13 Testing 14 Sacial W. 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	g • Secondary	01	1	.1	3	3	4,352.50	.5	6,144.00
7 Librarian 8 Librarian 9 Supervis 10 Direction 11 Counseli 12 Psychole 13 Testing 14 Sacial W. 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	g - Handicapped children only	01			Ī				
9 Supervis 10 Direction 11 Counseli 12 Psycholo 13 Testing 14 Social Will 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.		02	7	3.5		_	8,545.80		
9 Supervis 10 Direction 11 Counseli 12 Psycholo 13 Testing 14 Social Will 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp	<u>n</u>	03							
10 Direction 11 Counseli 12 Psycholo 13 Testing 14 Social W 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	n Aider .	•		1					
11 Counseli 12 Psycholo 13 Testing 14 Social W. 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.		04						.5	7,014.00
12 Psychole 13 Testing 14 Sacial Will 15 Attenden 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	n and Management (Admin.)	07	1_	.75	1 .	.75	14,059.00		
13 Testing 14 Social Will 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.		15					1		
14 Social W. 15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	ogisì	16		1				.5	7,000.00
15 Attendan 16 Murse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp		17							113.55
16 Nurse 17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	ork Human Relations	18	1	1			9,000.00		
17 Physicia 18 Dentist 19 Dental H 20 Clerical 21 Other (Sp.	nc•	19			'		713333		
18 Dentist 19 Dental H 20 Clerical 21 Other (Sp		20				·			
19 Dental H 20 Clerical 21 Other (Sp	n	21							
20 Clerical 21 Other (St		22							·
21 Other (St	tygienist	23							
		10	5	3.5	5	3.5	15,555.00		
Chaner	pecify Assignment and No.) Tutor			1.05			1,860.00	30	11,232.00
	rones, Sweeper, Chris [.] ics <u>Spec.,</u> Teach. Subs		1.5	.02			300.00		(NYC)
22 TOTAL	NUMBER OF ASSIGNMENTS, FTE, ES (Sum of lines 1 thru 21)) i 51.5		9		5,000.00 6,857.00 6,652.00	50 5	<u>1973 Su</u> mme 219,244.40
23 NUMBER	R OF VOLUNTEERS TO BE ASSIGN	NED TO THIS	<u> </u>	PARENTS	20 OTHER	ADULTS_	26 YOUTH	TOTAL	

11. STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER

William C. k ahl

NAME OF STATE EDUCATIONAL AGENCY

Department of Public Instruction

THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

- a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.
- b. The applicant will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and offord such access thereto as the State educational agency may find necessary to assure the carrectness and verification of such reports.
- a. Check 1 or 2, not both:
 - The Assurance of Compliance (HEW 441) previously filed with the Office of Education applies to this Applica-
 - The Title I octivities conducted under this project during the regular school year in conjunction with regular school activities will be carried out in occardance with the applicable current court order or desegregation—plan filed with the Office of Education (including modifications filed on Form HEW 441B), and that all other Title I activities will be carried out on a non-discriminatory basis in occardance with the Regulation of the Department (45 CFR § 80.3).
- d. The services provided with State and local funds for free public education in the project area will be maintained at levels that are comparable to those for non-project areas and the amounts of such funds expended in the project areas will be maintained at levels that are no lower than the levels that would have been maintained if no projects had been approved for those areas.
- e. In the case of construction required for the operation of the project-
 - (1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of natification from the State educational agency that funds have been allotted and to be prosecuted to completion with reasonable diligence;
 - (2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and
 - (3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title I of Public Law 89-10.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

DATE

nugust 18, 1972

Reynold adwarm

12 PARCICIPANTS (Undeplicated course) - Include in Item A all children expected to participate in this project. If some children who will participate are entered in institutional schools, include these children as either public or private school children according to the administrative control of the institution and prepare supplement (Section IIA - Children in Institutions for Neglected or Delinquent Children).

"REG." = REGULAR SCHOOL TERM

"SS" = SUMMER TERM ONLY

NOTE: Fully Funded by ESEA-Title I .

		GRADE	LEVE	Ĺ				BER EHRO BLIC SC (2)				VAT	N POLLE F. SCHOO 3)		(TOT Col. 2	+ 3)
		(1)				REC	<u> </u>	SS		REG		S:		REG		SS
1	Pre-Kinder	jarten					50	,							50		
2	Kindergarte	n					50								50		
3	Grade 1						113	3			_	_			113	1	
4	Grade 2						135								1 3 5		
5	Grade 3						.105	,							105		
6	Grade 4			·			63	}			23				8(. T	
7	Grade 5						32	2			25				57		
8	Grade 6						32	?			25			•	57		
9	Grade 7										13		7-		13		10
10	Grade 8		· 				,		****		13		76 E		13		10
11	Grade 9		· 								13		0.11	ر. :	13		20
12	Grade 10				 _		50		30		21				101		20
13	(-ade 11				<u> </u>						15				15		10
14	Grade 12										15	·			15		
15	TOTAL (Sum of 1 throug	b 14):				630		30		163	3	70		793		70 °
ES.	TIMATED NI EM 28 WHO	JMBER OF DR	וטספס דו או כ	S RECO	RDED ABOV	UNDER	, ,0		0		Ć.)		0	0		0
ES'	TIMATED NI	JMBER OF HAI	NDICA APPE	PPED CH	ILDRI REN (EN, INCL	LIDED II	N ITEM 12	ZA, WH	O WIL	L PART	ICIPA	TE IN A	CTIVIT	L DESIG	SNED	· -
	O O	HERRING	DEA		SPEE			CAPPED	SERI	OUSL	YLLY	C RI P	PLED	IMPAI	RED	TOT N	IONE
RE		LDREN BY ET														·	
'	Total numbe	r of resident cl	ildren	in applic						T						T	
:	29,086			INDIAN - 228	6 N	PUERT	•	ORIENT	AL	SUR	NISH NAME G	ļ	2-156		Y):	Item	AL (Same of Col. 4) 20, Col. 4) 29,404
2	<u> </u>	umber of reside	nt chil		willa	1	in Title	ļ		1						L	
ŕ	WHITE	NEGRO	<u>-</u> -	AMERIC		PUERT		ORIENT		T	NISH	Ta	THER IS	Person		1.70=	AL (Same a
1	735			INDIAN 6		RIC AN		0			NAME		211 mere 13				12A-15 (4)

13 INSTRUCTIONAL AND RELATED SUPPORTIVE SE VICE ACTIVITIES TO BE FUNDED UNDER TITLE 1, NO. OF CHILDREN AND ESTIMATED COST-Note: If Title I activities cover both regular and summer terms, a separate Item 13, shown below, should be provided to cover each school term. CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: REGULAR SCHOOL TERM 8 SUMMER TERM ONLY A INSTRUCTIONAL ACTIVITIES ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN INSTRUCTIONAL AND SERVICE ACTIVITIES LISTED INCOL. (1) ESTIMATED COST OF EACH INST-NO. IN COL. 6 ACTIVITY INSTRUCT PUBLIC SCHOOL PRIVATE SCHOOL TOTAL FROM INSTI-CHILDREN CHILDRE SUM OF (ROUNDED TO TUTIONS FOR EAREST DOLLARI cous. Grades Pre-K-6 NEG. OR DEL Grades Grades Pre-K-6 Grades (See Instructions) 2 THRU 6) 7-12 CHILDREN (1) (2) (3) (4) (5) (6) (7) (8)) ART 2 BUSINESS EDUCATION 3 CULTURAL ENRICHMENT 530 90 793 93 59,117.00 4 ENGLISH - READING 530 50 73 793 90 98 59,116.00 5 ENGLISH - SPEECH ENGLISH - OTHER LANGUAGE ARTS 530 50 793 _ 9.0_ 98 59,117,00 7 ENGLISH - 2ND LANGUAGE 8 FOREIGN LANGUAGE 9 HOME ECONOMICS 10 INDUSTRIAL ARTS 11 MATHEMATICS 490 12 MUSIC 490 72 00.00 13 PHYS. ED./RECREATION 14, NATURAL SCIENCE 15 SOCIAL SCIENCE 16 OTHER VOCATIONAL EDUCATION 17 SPECIAL ACTIVITIES FOR HANDICAPPED 18 PRE-K 50 1,114.00 19 KINDERGARTEN 20 OTHER INSTRUCTIONAL ACTIVITIES (SPECIFY): Youth Tutoring Youth 50 50 0 1,400.00 Adult Volunetter lutors. 21 TOTAL ESTIMATED COST FOR INSTRUCTIONAL ACTIVITIES (SUM OF LINES 13A-1 THRU 19). 179,864.00 B SUPPORTIVE SERVICES ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN SERVICES ESTIMATED PRE ·K COST OF EACH NO. IN COL. 7 PUBLIC SCHOOL TOTAL PRIVATE SCHOOL SERVICE AND SUPPORTIVE SERVICES CHILDREN SUM OF FROM INSTI-CHILDREN ACTIVITY TUTIONS FOR COLS. IROUNDED TO (PU\$ NEG, OR DEL. 2 THRU 6) GRS. 1-6 GRS. 7-12 GRS. 1+6 GRS. 7-12 EAREST DOLLAR A PRI CHILDREN (1) (2) (S) (6) (8) (7) 1 ATTENDANCE 2 CLOTHING 3 F00D 4 GUIDANCE COUNSELING 5 HEALTH . DENTAL 6 HEALTH - MEDICAL 50 530 <u>50</u> 793 7 LIBRARY 7,245.00 8 PSYCHOLOGICAL 9 SOCIAL WORK 10 SPEECH THERAPY 703 11 TRANSPORTATION 530 50 73 26 7,776,00 12 SPECIAL SERVICES FOR HANDICAP OTHER SERVICES (SPECIFY):
Sweeper, Clinic
Admin. & Operations 40 10 50 26 2,000.00 0 32,079.00 0 14 TOTAL ESTIMATED COST FOR SERVICE ACTIVITIES (SUM OF LINES 138-1 THRU 13) 49,100.00 C TOTAL ESTIMATED COST OF INSERVICE EDUCATION FOR TITLE I STAFF MEMBERS 5,513.00 D TOTAL ESTIMATED COST OF TITLE I SERVICES FOR PARENTS -4,325.00 E | TOTAL ESTIMATED COST FOR ALL INSTRUCTIONAL AND SERVICE ACTIVITIES (SUM OF A-20, B-14, C, and D) \$ 238,802.00

SE ER			BUDGET ANALYSIS	SIS		:			
C ALTINISTRATION - 4110	10		Regular School Term	l Term		Sti	Students Report Students End	Students ReportSept. 5, 1972 Students End June 8, 1973	
14,	*Phase or	Z of Time	**Class. (OE Hdbk *** Encum. Dates Salary from Salary from	*** Enc	ım. Dates	Salary from	Salary from	Total	
Name	A	Title I		From	То	. Title I	District	Salary	
11. John	VIII	75		1	6-8-73	10,539.00	3.478.00	14,017.00	
e. Feggy	=	75	10	1		2,900.00	957.00	3.857.00	
in Sue	#	75	10	-	-1	2,560.00	845.00	3.105.00	
Martinkovic, Agnes	t ;	50	10	1	=	1,749.00	1.719.00	3.1.98.00	
,									
							40 Janes 10		

ADMINISTRATION - 4110

Summer School Term

Title I Sub-Total 17,743.00

Students Report June 11, 1973 Students End Aug. 10, 1973

	*Phase or	Z of Time	**Class. (OE Hdbk *** Encum. Dates Salary from Salary from	*** Enci	m. Dates	Salary from	Salary from	Total
Мате	Activity	Title I	IV-Staff Acct.) From	From		Title I	District	Salary
Serell, John		75	20	6-11-73	8-24-73	6-11-73 8-24-73 3,520,00	1.162.00	1. 682 CM
Heise, Pegay		75	10	-1-	=	881.00	201.00	1 120 00
Collin Sue		75	l		5.	790.00	261 00	200 200 1
.artinkovic, Agnes	II	. 05	10	44.	- 11	525.00	7.00	
	· der eine de compagne						777	00.0001

Title I Sub-Total 5,716.00 4110 TOTAL 23,464.00

*For example: Math, art, music, etc.

**Available in your administration offices.

***Dates for which staff reports - include inservice if funded. Beginning date for each staff member is the ENCUMBERING date for salarv. SPECIFY DAY, MONTH, AND YEAR.

SALARIES (CONTINUED)

Regular School Term

(Speech therapists, medical & dental services must be listed under Health Services.)

Stu.

Report Sept. 5,

Studen 3 End

(Social workers, guidance personnel & psychologists must be listed under Attendance Services.)

INSTRUCTION - 4210

	*Phase or	% of Time	le **Clace (Or HAbb *** Encumb, Dates Salary from Salary from	*** Encur	nb. Dares	Salary from	Salary from	Total
Name	Activity	Title I	IV-Staff Acrt.)	From	To	Tirle T	Diotal	Colour
Bricco, John	IIIA	C	01	8-20-75	62 0 3	1111	14 Oco Co	Salary
		<u></u>	0.1	2/-07-0	5/_0_0		14,088,00	14,088,00
raulds, rorva		0	46	==	=	-	12,288.00	12, 288, 00
Beyer, Donald				H	=		1.0 5.00	00.000
Bottger, Evelvn	11	100	ı	1	1	00000	DO-DOC-CT	15,000,000
Edlor Darles	1					74.020-00		12,020,00
חמות המיתוח		700		=	ı.	10,725,00		10,725,00
Jenrke, Gaurice		20	1	=	=	6.857.00	6.857.00	13 711, 00
Kleist, Joanne		100	11	=	=	12 100 00	22.	00.000
Kraft, Susan	11	100		=	=	70024674		00.001.5
		207			:	13,266,00		13,566.00
a Violette, Mary		100		=	=	11,625,00		11 625 00
Lueck, Donald	2	100	-		=	12 888 00		00.000
deisinger. Dorothy	z	100	11	=	=	16.000000		00.000.21
Seifert, Eleanore	-	100	11	1	=	12 215 00		10.010.00
Tright. B. Jean		001		-	-	12,210,00		12,215.00
luman Delatione Co	10	007			=	10,438,00		10,138,00
tellait nelations coord	ra	001	=	=		9,000,00		9.000.00
eacher Subs.	1.	100		=	=	4.652.94		1, 65,0 01,
locper. Leslyn	=	100	. 41		=	735 00		4,070,4
					_	- / Y / • / · /		

Title I Sub-Total 144,486.74

Summer School Term

INSTRUCTION - 4210

Students Report June 11, 1973 Aug. 10, 1973 Students End

	ľ	. 8					1	
;		4 of line	**Class. (OF Hdbk *** Encumb. Dates Salary from Salary from	*** Encum	b. Dates	Salary from	Salary from	Total
Name	Activity	Title I	IV-Staff Acet) From	From	To	Tirle T	District	5010
Ihde, Fave	. 111/	100		11 10	0	3 3 3 3 3 3 3	חזים רגיור	Saldiy
			<u> </u>	0-11-13 8-24-13	8-74-13	00.0/6		970.8
Carriveau Barb.	71	50	0	=	=	13E, 00	1.35 C	820.00
Commol 1 Tam	**	000				71.47.	1	0/0.00
0.		000	Īd	Ξ	٥	1,781,50	 -	1,781,50
raulds, Lorva		100	. (0			7 8 26 00		27.12.
1000 Car	-					0000000		1.5 50.00
Labber cantes		001	01	=	=	300,00		00 002
						XXXX		00.00
				_				
							_	
			•					

5,022.50 4210 TOTAL Title I Sub-Total

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June 8, 1973

PS CCCS Z

ERIC (CONTINUED)

Regular School Term

(Speech therapists, medical & dental services must be listed under Health Services.)

Students Report Sept. 5, 1972 Students End (Social workers, guidance personnel & psychologists must be listed under Attendance Services.)

INSTRUCTION - 4210

2,820,00 820,00 3,200,00 3,090.00 000,000 1,742,00 163,80 .860.00 Salary Total Z of Time **Class.(OE Hdbk *** Encumb. Dates Salary from Salary from 'Title I IV-Staff Acct.) From To Title I District Volunteer 1,545,00 163.80 1,545.00 2,820,00 820,00 3,200,00 3,000,00 1,742.00 1,860,00 (-8-73 Title I Sub-Total = 8-28-72 02 0 10 8 2 1.60/hr **S** S 9 g 9 100 100 *Phase or Activity VIII : assoul, Ramona-Aide Lacenski, Kary-Ai Mest (25) O'Hara, Walda-Ai Barb **\ide-Cen**ters-Part 3 dides (Nowe) fides Parents Name Carriveau. Intors,

Studente End Summer School Term INSTRUCTION - 4210

Students Report

	#D1 *					The state of the s		
	renase or	7 of Time	**Class (OF Hdbk	*** Encum	b. Dates	Salary from	Salary from	Total
Name	Activity	Title I T	TV-Ctoff Acct) From To Titelo I na	From	To	T(+)0 T	7.4.74	1 ,
			ייים ארטיר ענירי	1	2	7 27771	DIBLLICE	Salary
			•					
			,					
	ė							

4210 TOTAL Title I Sub-Total

Page 4

(This covers only transporting the children to and from the Title I classroom)

SALARIES (CONTINUED)

FUPIL INANSPORTATION - 4510	_		Regular School lerm from the little 1 Classionii	lerm iro	וו רווב יד	11 e i Classio	Join	
		% of Time	ပ	Encumb.	Dates	Salary from	Salary from	Total
Name	Position	Title I	IV-Staff Acct.)	From	To	To Title I	District	Salary
						,		
			-		, ,			
			-			,		
			Ē	Taken To Taken				

Title I Sub-Total

- 1		-	_	_	-	
	Total	Salary				
	Salary from	District				
	Salary from	To Title I				
	Dates	To				1-1-6
erm	Encumb.	From				F - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
Summer School Term	% of Time Class, (OE Hdbk. Encumb. Dates Salary from Salary from	IV-Staff Acct.)				E
	% of Time	Title I				
		Position				
PUPIL TRANSPORTATION - 4510		Name				

Title I Sub-Total 4510 TOTAL

Regular School Term OPERATION OF PLANT - 4610

11

יייייייייייייייייייייייייייייייייייייי								
		% of Time	Time Class. (OE Hdbk. Encumb. Dates Salary from Salary from	Encumb.	Dates	Salary from	Salary from	Total
Name	Position Title	Title I	I IV-Staff Acct.)	From	To	Title I	District	Salary
Mathewson, Florence	Janitress	100		8-28-72 6-8-73	6-8-73	1,850,00		
Christ Church Annex								
Tease - 1s Time								

1,850.00 Title I Sub-Total

OPERATION OF PLANT - 4610			Summer School Term	le rm				
		Z of Time	e Class. (OE Hdbk. Encumb. Dates Salary from Salary from	Encomp.	Dates	Salary from	Salary from	Total
Name	Position	Position Title I	IV-Staff Acct,) From To Title I	From	To	Title I	District	Salary
Mathewson, Florence	Janitress	100		6-11-73	8-24-73	6-11-73 8-24-73 150.00		
Annex Summer Schedule								
			II	Title I Sub-Total	-Total	150.00		
		•		4610	4610 TOTAL	2,000,00		

SALARIES (CONTINUED)

STUDENT BODY ACTIVITIES - 5010	5010		Regular School Term	1 Term				
?		Z of Time	Cla	Encumb.	Encumb. Dates	Salary from	Salary from Salary from	Total
Name	Position	Title I	IV-Staff Acct.)	From	To	Title 1	District	Salary
Teachers, Aides	Super.	100		<u> </u>		00-009		
(Childrens Theater)	,							
				Title I Sub-Total	ub-Total	600,000		
STUDENT BODY ACTIVITIES - 5010	5010		Summer School Term	Term			÷	
		% of Time	% of Time Class. (OE Hdbk.	Encumb.	Dates	Salary from Salary from	Salary from	Total
Name	Position	Title I	IV-Staff Acct.)	From	To	Title I	District	Salary
					1			
•				Title I Sub-Total	ub-Total			
				50	5010 TOTAL	600.00		

COMMUNITY SERVICES - 5110			Regular School Term	. Term			•	
		% of Time	Time Class. (OE Hdbk.		Dates	Encumb. Dates Salary from Salary from	Salary from	Total
Name	Position	Title I	Ittle I IV-Staff Acct.)		To	Title !	District	Salarv
Child Care Aides-Farent Mtds. Aide		100				150,00		
Chaperones-Fine Arts	Teachers	001				300.00		
(Secondary)	•							
					·			
		ŕ		Title I Sub-Total	b-Total	450.00	·	and the same of th

Title I Sub-Total 5110 TOTAL 450.

ERIC
Full Text Provided by ERIC

CONTRACTED SERVICES

ADMINISTRATION - 4120		Ř	Regular School	nool Term		1			
	% of Time	E Hdbk	Encumb.	Dates	Salary 70°	Salary from	Salary from	Total	
Name or Source	Title I	IV-Staff Acct.)	From	To	St. Funded	Title 1	District	Salary	
Jonet. Fountain			8-28-72	6-8-73		200.00			
		,							
		,							
									· ·
			:	Title	I Sub-Total	700.00			
ADMINISTRATION - 4120		Š	Summer School	ool Term					
	% of Time	Class. (OE Hdbk.	Encumb,	1 10	Salary 70%	Salary from	Salary from	Total	
Name or Source	Title I	IV-Staff Acct.)	From	To	St. Funded	Title I	District	Salary	
Jonet, Fountain			6-11-73	8-24-73		= 125.00			
		-							
				Title	H	125.00			_
		•			4120 TOTAL	\$25.00			
	. •	Re	Regular School Term	ool Term					
		s, medic	l & dental	. services	must be	listed under	itracted		
	Goodal	services.)		1		1 1 1 1 1			
INSTRUCTION - 4220	under con				peychologists must	panstt ag			
	% of Time	Class. (ł	Dates	Salary 70%	Salary free Salary from	Salary from	Total	,
Name or Source	Title I	4	From	1 1	St. Funded	Title I	District	Salary	
	100	20 .	8-28-72	6-8-73		200.00			
Garials: CESA AS TOI									
ì									
				Title	I Sub-Total	200.00			
INSTRUCTION - 4220	٠	nS.	Summer School Term	ol Term	•				
1	% of Time	按	Encumb.	Dates	Salary 70%	Salary from	alary from	Total	
Name or Source	Title I	ff Acct	From	To	St. Funded	Title I	District	Salary	
,					-				
				N. C.		2			
				Title	I Sub-Total	200:00			
					TWINT 0772				

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TRACTED SERVICES (CONTRACTED)

the children to	Budget 5,676,00	5,676,00 Budget	5,676,00	Budget		Budget	
This covers only transporting thand from the Title I classroom.)	Total Mileage (Est.) 2,528 = 1,032 hr in 120 days	Title I Sub-Total Total Mileage (E.t.)	Title I Sub-T al 4520 T AL		Title I Sub-Tol.		Title i Sub-Tot. 4620 TOT.
_	Numher Transported 50	m Number Transported					T
PUPIL TRANSPORTATION - 4520 Regular School Term	Contractor Joico Buses - Clinic, Individualized Pupil Delivery & Return 91-8 hr. days, 32-9.5 hr. days, including to and from garage.	PUPIL TRANSPORTATION - 4520 Contractor	OFERATION OF PLANT - 4620 Regular School Term	Contractor	OPERATION OF PLANT - 4620 Summer School Term	Contractor	

CONTINUED)
SERVICES (
CONTRACTED

MAINTENANCE - 4720	Regular School Term	
Contractor		Budget
Davideon Salae & Samira \$300 00 Bartal Bus	artelt Bus. Mach. \$100.00. IBM Corp. \$35.00	435,00
Packerland Business Machines \$60.00, K & L Off	7	104.00
Other		00.99
	Title I Sub-Total	6.05.00
MAINTENANCE - 4720	Summer School Term	
Contractor		Budget
Davidson Sales & Service \$100.00. Bartelt Bus.	artelt Bus. Mach. \$40.00, IBM Corporation \$20.00	160.00
Packerland Business Machines \$20.00, K & I Office Equipment \$15.00	1.4	35.00
	Title I Sub-Total	
	10TOT 0513	J. 000 000

FIXED CHARGES 4820	Regular School lerm	
Contractor	For	Budget
Christ Eniscopal Church	Lease - Clinic	1,874,97
Board of Education	Insurance	150.00
	Title I Sub-Total	tal 2,024 97
prven chabces - 4820	Summer School Term	
TALL CITACLE		and read
Contractor	For	Budget
Christ Enisconal Church	Lease - Clinic	(25.03
Board of Education	Insurance	50.00
	Title I Sub-Total	tal 675,03
	4820 TOTAL	0

ig G

CONTRACTED SERVICES (CONTINUED)

AMENDMENT NO. 1 TO AUGUST 18, 1972 - PROFOSAL AUGUST 28, 1972

COMMUNITY SERVICES - 5120		Regular School Term			
Centractor			For		Budget
			120	Title I Sub-Total	,
COMPUNITY SERVICES - 5120		Sugger School Term			7.
Contractor			For		Budget
	·		Z	Title I Sub-Total	
				JECO TOTAL	

OTHER EDGENSES

lé

AERINISTRATION - 4190	Regular School Term	
		Badket
Itavel		90.009
Supplies (From Supply List) Storeroom		130,00
Postage		100.00
Telephone		650,00
Other (Specify) Reference Materials & Dissemination	semination (Includes \$485.00 for Brochure)	825.00
		The second secon

AIMINISTRATION - 4190 Summer School Term	
Iten	Budget
Travel	50.00
Supplies (From Supply List)	10.00
Postage	50.00
Telephone	100.00
Other (Specify) Reference Materials & Dissemination	100.00
Title I Sub-Total	310,00
4190 TOTAL	2,615.00

Title I Sub-Total



Page 13

OTHER EXPENSES (CONTINUED)

AKENDMENT MO. I TO AUGUST 18, 1972 - PROPOSAL AUGUST 28, 1972

INSTRUCTION - 4290	
	Budget
Supplies (From Supply List):	
x tbook	20 00/
al Materials	4.6/0.90
School Library Books and All Other Library Expenses (Incl.	679.93
. Teaching Supplies and All Other Expenses	8,448.50
	00000
1. Staff and Parent Council	1,000.00
	2 280 00
a. Transportation (Includes \$180.00 for St. Joseph's Home)	175 00
Food (Parent Meetings)	00.671
Admissions (Tickets) Next Door Theater (800 @ \$1.00) and Soph	1,000.00
Į.	2,000.00
nd/or Aide inservice (Includes Parents)	5,025.60
\$100.00 Ktp. Psvo	301.53
וודדון וומון ממדם לו ספסס ליים מיים מיים ווידדו	25,582.46
INSTRUCTION - 4290	
	40000
	nager
Supplies (From Supply List)	
xtbook	
faterials	
1. Staff	
1	
c. Admissions (Tickets)	-
d. Other (Specify)	
nd/or Aide Inservice	1 054 50
Needs Assessment & Evaluation	
IIIIe I SUD-IOIAI	05.050,1

Title I Sub-Total 4290 TOTAL



(CONTINUED)	
EXPENSES	
THE'R	

PUPIL TRANSPORTATION - 4590 Regular School Term	
Item (Specify)	200
	a Span
ng .	Sub-Total
PUPIL TRANSPORTATION - 4590 Summer School Term	
Item (Specify)	Budoor
	3 9 9 5 6
ns	Sub-Total
	TOTAL
OPERATION OF PLANT - 4690 Regular School Term	
Supplies	Budget
Utilities - Fro-rated cost of leased space at Christ Episcopal Church (50% of district utility costs based upon square footage need)	1,125,00
	Sub-Total 1.125.00
OPERATION OF PLANT - 4690 Summer School Term	
Item	
Supplies	Budget
Utilities, Pro-rated cost of leased space at Christ Episcopal Church (50%, as above)	375.00
	Sub-Total 375 OO
	TOTAL 313.00

(CONTINUE	
EXPENSES	
TER	

MATNITUDE OF 1 - TEATER OF THE STATE OF THE	Regular School Term		
			Budget
			175.00
Repair of cameras, tabe recorders, etc.			275.00
	Title I Sub-Total	ıb-Total	450.00
HAINTENANCE OF PLANT - 4790	Summer School Term		
Item (Identify)			Budget
	ŀľ		
	Title I St	Sub-Total 4790 TOTAL	450.00
•			
FIXED CHARGES - 4890	Regular School Term		
Ttem (Identify)			Budget
1 1			11,177.36
	Title I S	Sub-Total	11,177.36
FIXED CHARGES - 4890	Summer School Term		
1 (1.3			Budget
Professional & Won Professional Personnel	· · · · · · · · · · · · · · · · · · ·		3,120.00
	Title I S	Sub-Total	3,120,00
	27	-	14,297.35



OTHER EXPENSES (CONTINUED)
AMENDMENT NO. 1 TO AUGUST 18, 1972 - PROFOSAL, AUGUST 28, 1972

Lem	FOOD SERVICES - 4990	Regular School Term	•
Title I Sub-Total Summer School Term Title I Sub-Total 4990 TOTAL	Item		Budget
Title I Sub-Total Title I Sub-Total Title I Sub-Total	Supplies		
Title I Sub-Total Summer School Term Title I Sub-Total 4990 TOTAL	Other (Identify)		
Susmer School Term Title I Sub-Total 4990 TOTAL		Title I Sub-	otal
Title I Sub-Total 4990 TOTAL	POOD SERVICES - 4990	Summer School Term	
	Iten		Budget
	Supplies		
Title I Sub-Tots! 4990 TOTAL	Other (Identify)		
		Title I Sub-	ots! OTAL

STUDENT BODY ACTIVITIES - 5090 Regular School Term		
Item (Identify)	ragong	an ing shirt
Store Purchases - 13 Target Elementary Schools Field Trips 3 \$15.00 Per Center	. 185.00	-
Lessons, Creative Dramatics & Creative Movement, Next Door Theater, @ \$5.50/hr. For	924.00	-
Disadvantaged of 13 Elementary Target Schools		-
Title I Sub-Total 1,109.00	1,109.00	
STUDENT BODY ACTIVITIES - 5090 Summer School Term		
		~~~~

Item (Specify)	Budget
	•
Title I Sub-Total	
S090 TOTAL	5090 TOTAL 1,109.00



OTHER EXPENSES (CONTINUED)
AMENDMENT NO. 1 TO AUGUST 13, 1972 - PROFOSAL AUGUST 28, 1972

COMPANITY SERVICES - 5190 (Includes Clothing.) Regular School Term	
Item (Identify)	Budget
Survey to Identify Himan Resources of Community (Survey Forms)	105.50
Parent Fancation Materials Food & Special Expenses of Meetings	00.009
Planned Inservice Series (all costs, including materials)	911.70
Title I Sub-Total 1,617.20	1,617.20

COMP	COMMUNITY SERVICES - 5190	
Item	Item (Identify)	Budget
	Fees. Camp Byrd. L-H. 102 Children @21.50/week - UW Extension, 1973 Summer	2,193,00
	Chaperone, Parents, Above Camp, 3 @80.00/week, Plus Board & Room	240.00
	Title I Sub-Total	2,433.00
	5190 TOTAL 4,050.20	4,050.20

SITES - 5211 + 5221 + 5291	Regular School Term	
Trem (Fynlafn)		Budget
(100,000)		
	Title I Sub-Total	

SITES - 5211 + 5221 + 5291	Summer School Term	
Item (Explain)		Budget

Title I Sub-Total 5211 + 5221 + 5291 TOTAL

EQUIPMENT FOR INSTRUCTION - 5214 + 5224 + 5294 Regular School Term	
Ite	Budget
Educational Television	
(1) one Stop Watch; (1) on	773.50
(1) Shelf	
EQUIPMENT FOR INSTRUCTION - 5214 + 5224 + 5294 Summer School Term	
Item	Budget
From Equipment List:	
Educatio	
2. Audio-Visual	
3. All Other Instructional Equipment	
	773.50
weknia	
Item	Budget
From Equipment List Tape Recorder \$69.95 Steno Headset \$6.95	1,143.74
Replace Typewriters \$466.84	
Air Conditioners \$600.00 (3) three Title I Sub-Total	1,143.74
5015 + 5005	
T 2272	
I ten	Budget
From Equipment List	
T-10F-10F-1	
τ + 5	1,143.74
Total Regular  Total Summer	
GRAND TOTAL	238,802,00

Page	1

# EQUIPMENT AND INSTRUCTIONAL MATERIALS DISTING BY ACTIVITY (phase)

Tile I - E .E.A.

School	Activity (Jase)
State Project Number	Date

<u>quantity</u>	Instrum ional Materials	G: or Supplier	Cuita Ing Ja		: Extension	It. No
MATERIAL 3. Sc	5: (Continued) hool Library Books and All	Listery Expelo			,	
					1	,
<del> </del>						
						<del>                                     </del>
4。 Te	aching Supplies and Al. Oth	er Expenses for in	nstruction	:		1
DMINISTRA 6 Rolls	FIVE SUPPLIES: ACCT. 4190 Adding Machine Tape 24"	Storeroom		.14	. 84	1
6 only	Blotters-Green 19x24	II		.08	.48	2
4 ar.	Carbon paper-black	11		.52	2.08	3
0 1	Carbon paper-dupilcator	,			T	
∠ boxes	carcon paper-cupilicator		_i	2.25	4.50	4
	Carbon paper-type D	p.		3.53	4.50 3.53	5
l box			ı		3.53	5
l box	Carbon paper-type D Clips-paper,large Dispenser-scotch tape	h	ı	3.53	3.53	5
2 boxes 1 box 4 boxes 1 only 8 pkg.	Carbon paper-type D Clips-paper,large	n n		3.53 .20	3.53 .80	5 6 7
l box 4 boxes 1 only	Carbon paper-type D  Clips-paper,large  Dispenser-scotch tape gumed &	17		3.53 .20 .16 .41	3.53 .80 .16 3.28	5 6 7 8
l box 4 boxes 1 only 8 pkg.	Carbon paper-type D  Clips-paper, large  Dispenser-scotch tape gumed & Envelopes 6x9claspd	17 17 17 17 17 17 17 17 17 17 17 17 17 1		3.53 .20 .16 .41	3.53 .80 .16 3.28 3.05	5 6 7 8 9
l box 4 boxes 1 only 8 pkg. 5 pkg.	Carbon paper-type D  Clips-paper,large  Dispenser-scotch tape gumed & Envelopes 6x9claspd  Envelopes 9x12	n n n		3.53 .20 .16 .41	3.53 .80 .16 3.28	5 6 7 8

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3-c-Totals 23.75 (This Sheet)

Trand Totals

Materials

# EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E .E.A.

SCHOO	1		ctivity	.nase)		•
State	Project Number		ate	-	-	
		ma, and many many many many to the standard production of the stay stay to first \$1.74.74.74 and standard	:  Catalog			<del>                                     </del>
uantity	Instructional Materials	Co. or supplier			Extension	I t No
MATERIALS	G: (Continued)					
3. Sch	nool Library Books and 8.1	Library Finers:			<b></b>	<u> </u>
			1			
		The second secon				1
<del></del>						+
· · · · · · · · · · · · · · · · · · ·				·		+-
<del> </del>			<del></del>	· · · · · · · · · · · · · · · · · · ·		
~~~ <u>.</u>	,					
4. Tea	aching Supplies and All Oth	n er Expens es for N	nstruction	:		
DMINISTR	TIVE SUPPLIES:					1
pkg.	Envelopes-white, plain, lg.	Storeroom		12	36	113
pke	Envelopes, white, plain, sm.	11		_C9	18	14
0	Frasers-typewriter	11		10	1.00	15
btl	Ink-blue-black writ.	11	5	-10	-10	16
		11				
	Notebook-composition	13		17	1.7	17
	Notebook-shorthand	tt .		.17	-34	عد ا
reams	Paper-kond 8 xll	11		2.29	17.45	19
ream	3 ring Paper-rotebook, 8-xil	11	.	1205	1,65	20
reams.	Paper-onionskin	11		1.67		
•	(yellow)				3.34	2]
reams	Paper-second sheets			.51	1.C2	2.2
5 pads	Paper-typing pads	n		.16	4.00	23
6	Pencils-black lead	11		05	4.80	24
		355	·Totals		27.87	_
		•	and section of		(This Sheet)	1
		Gra	nd Totals	1 1		!

EQUIPMENT AND INSTRUCTIONAL WATERIALS LISTING BY ACTIVITY (phase)

T-tle I - E -E.A.

Sch	001	Activity - case)						
Solite Project Number		Date						
			•					
-uanti-	Instructional Materials	Co. or Supplier	Catalog No		Extension	Ĭte No		
WATER	LS: (Continued)							
3. 3.	chool Library Books and All	Listary Depart						
	*		<u> </u>					
		`			1			
					. •			
				•				
4. T	eaching Supplies and Atl Oth	per Expenses for 's	OST DUCTS ON	·				
ADMINISTR	RAPIVE SUF LIES!		iscrossion.			-		
			+		96	25		
,	general	11		62	1.24	26		
	call slips	n			16	27		
15	Telephone long, dist,	II	 	-44	6.60	28		
g bxs	Staples-standard	n		-27	2.16	29		
l roll	Tape-Masking,3/4"	U		.37	.37	30		
l roll	Tape, masking 1"	n .		· <u>.</u> 36	. 36	31		
A. Teaching Supplies and A.1 Other Expenses for Instruction: ALTERIALS: Continued 3. Expool Library Rooks and A.1 Other Expenses for Instruction: ALTERIALS: Structional Materials 4. Teaching Supplies and A.1 Other Expenses for Instruction: ALTERIAL TO SET LIES: 12 Pensils—rad 2 pads Requisition blanks	1.47	32						
						122		
						 		
		:				-		
A. Teaching Supplies and All Other Expenses for the ADMINISTRATIVE SUPPLIES: 2 pads Requisition blanks general 2 Telephone call slips call slips 15 Telephone long, dist, 8 bxs, Staples-standard " 1 roll Tape-Masking, 3/4" " 1 roll Tape-Masking 1" " 3 rolls Wagic Mend, tape "	+		 	-				
A. Teaching Supplies and All Other Expenses for Instruction: AMMINISTRATIVE SUPPLIES: Pencils—rad Relephone call slips call slips felephone long, dist. Base—Nasking, 3/4" 1 roll Tape_Masking, 3/4" 1 roll Tape_Masking, 3/4" 1 roll Tape_Masking 1" 3 rolls Magic Mend. tape Date Catalog Tillor Catalog Tillor Catalog Tillor Catalog AMMINISTRATIVE SUPPLIES: Storeroom CP AMMINISTRATIVE SUPPLIES: AMMINISTRATIVE SUPPLIES: AMMINISTRATIVE SUPPLI		 						
		3900	-T ot als		13.32			
	•				(This Sheet)			
	•	Gran	nd Totals		Materials			

ERUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

1 - E.S.P.A.

School	Reading Clinic	Activity (phase)	
State Projec	ct Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No:	Unit Cost	Extension	Iter No.
	S: (Continued) hool Library Books and All	iihrary Eynencoc.				
Tapana	Beeks the MI	Expanses.	1			
·	·					 -

	·					
4。 Te	aching Supplies and All Oth	er Expenses for In	struction	1		
2 only	Adding Machine Tape 24"	Storeroom		.14	.28	33
48 only	Flashlight Batteries	ti .		.14	6.72	34
10 only	Blotters, Green 19x24	at .		.08	.80	35
l only	Brushes - Paint " Brushes - Typewriter	ti .		.25	.25	36
l only	(long handle for dusting) Carbon Paper - Fluid (Spir	5 4 \		.15	.15	37
6 bxs	Duplicator UNIT	. "		2.25	13.50	38
3 bxs	Carbon Paper - Type D - for Thermofax Copier	ŧı		3.53	10.59	39
2 only	Carrier (plastic) for use w/above Thermofax D carbor	ti .		. 75	1.50	40
4 pkg	Cards Plain, White 3 x 5	11	<u> </u>	•09	.36	41
4 pkg;	Cards Plain, White 4 x 6	11	ļ	.15	.60	42
4 pkgy	Cards Ruled, White 3 x 5	ti .		.09	.36	43
3 pkg,	Cards Ruled White 4 x 6	41		.15	.45	44
		Sub-	Totals		35.56	
					(This Sheet)	

Grand Totals

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTIN: BY ACTIVITY (phase)

Title I - E.S.E.A.

School	l	Activity ((phase)	
State	Project Number	 Date		

Quantity	Instructional Materials	Co. or Supplier	Catalog` No:	Unit Cost	Extension			
MATERIALS	### Actional Materials Co. or Supplier Mo. Cost Extension Mo.							
Quantity Instructional Materials Co. or Supplier No. Cost Extension No.								
·			1 700			+		
			-					
		· ·				+-		
<u>4. Tea</u>	aching Supplies and All Oth CLINIC: ACCT. 4280stless	er Expenses for in	nstruction	:		-		
2 bxs			·	2.90	5.80	45		
2 bxs	Chalk, Poster, asstd.col		<u> </u>	2.50	5.00	46		
4 only	Clip Boards	11		.27	1.08	47		
7 bxs	Clipps, Paper, large	n'		.20	1.40	4:		
12 bxs	Clips, Paper, small	81		.055	.66	4		
2 bxs	Crayon -Sketcho #1166	"	,	.50	1.00	7		
3 lbs		11		.59	1.77	51		
6 pkgs	1	"		.61	3.66	52		
6 pkgs	10x13 Envelopes-Gummed-&Claspe	"		.70	4,20	53		
13 pkgs	Envelopes-Kraft-Plain Lg	11		.12	1.56	51		
5 pkgs	Envelopes-Kraft-Plain,Sm	. "		.09	•45	5		
7 pkgs	Envelopes-White, Plain, Lg	n		.12		56		
		Sub-	-Totals			+		
	•		- J 75 - 1 - 3		(Onest)	1		
		Graf On	nd Totals	ļ	Materials	_		

EQUIPMENT AND INSTRUCTIONAL LATERIALS LISTI: BY ACTIVITY (phase)

Title I - E.S.E.A.

School		Activity	(phase)	
State	Project Number	Date		

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	
MATERIALS: (Continued) 3. School Library Books and All Library Expenses:						
		2, 2, 2, 2, 2, 2, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,				-
			·			+
(+
White the control of						_
and						-
	·					
4. Tea	aching Supplies and All Oth	er Expenses for In	struction			
	PLINIC SY SWall				4.54	57
1		н		•05	.50	
2	Erasers - Ink	ų		•08	.16	
.2	Erasers = Pencil	н		.08	.16	
2	Erasers- Typewriter	11		.10	.20	61
4 bxs	Band Aids	11		.94	3.76	† .
l only	Flags - 2x3 Classroom=	ti .		1.76	1.76	63
		r "		1.85	20.35	64
4 only	Folders - Expanding File Pockets 92x14 3/4	an .		.36	1.44	65
300	Folders-Manila(ltr size)	ti		.02	6.00	66
8	Glue, Elmer's, la oz.	g)		•10	•30	67
1 btl.	Ink -White Lettering	61		.25		68
			77 - 1 - 3		•	
		Sub-	lotals			T
		Grand	d Totals		- -	
	•	28		_	Materials	-

EQUIPMENT AND ENSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E.S.E.A.

School	l			_Activity	(phase)
			•		
State	Project	Number		Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No-	Unit Cost	Extension	Ite No.
	: (Continued) cool Library Books and All	Libiary Expenses:		,		
	·					
·						·
4. Tea	aching Supplies and All Oth	er Expenses for ir	struction	<u>:</u>		
1=	CLINIC: Hand Clnr. Ink Remover-Duplicator	Storeroom		1.05	1.05	69
l bx	Labels, Large 1 x2 2	11		.13	.13	70
1 bx	Labels, Small 1_4 x 1 $3/4$ "	ti .		.14	.14	71
2 pt	Paste,Runny (Elem & H.S.)			,75	1.50	72
6	Plastic Concentrate- (Norbond-8 oz)	n .		.80	4.80	73
2 rolls	Tape, Magic Mending 2x1296"	h		.43	.86	74
l roll	Tape-Book Repair, Mystik of Fastape 2x108 BLACK	"		•95	.95	75
1	New Map-Desk Outline D8 World	ń		.57	.57	76
3 only	Notebooks, Composition	11		.17	.51	77
3 only	Notebooks, Shorthand			.17	.51	7º
l roll	Paper - Cellophane: Amber	н		1.65	1.65	79
l roll.	Blu e	. 11		1.65	1.65	90
2 rolls	.Clear colorless	ti Cub	-Totals	1.32	2.64 16.96	8.
9-		SUD	-10 ra 12		(This Sheet)	#
~		Gra	nd Totals			

School	Activity (phase;	۸:
			 ,
State Project Number	Date		•

Quantity	Instructional Materials	Co. or Supplier	Catal o g No	Unit 'Cost	Extension	Ite No.
MATERIATO	· (Continued)		of the same of the			1
	: (Continued) ool Library Books and All	Ithrany Eyronese		,		
	1	Elbidi, Expenses.				+
			 			
						-
						
			 			
						1
					!	
4. Tea	ching Supplies and All Oth	on Europeois for In				
J	CLINIC	er expenses for In	struction			╅
l roll	Paper Cellophane Green	Storeroom	<u> </u>	1.38	1.88	/82
l_roll	ditto Red			1.88	1.88	83
l roll	ditto Yellow	lt .				
			1.	1.88	1.88	8/1
l rm	Paper -Drawing 9x12 Whit	e "		1.14	1.14	85
	Paper-Drawing 12x18 White	11		2.28	2.28	86
2 folds	Paper Crepe ea:Dk Blue,DkGreen,Red,Pu	rnle Yello:		10	•26	
	8 x 11	pic, iciio	 	.13	•==	87
14 rms	Paper-Fluid Duplicator	41		.65	9.10	88
3 % rms	Paper - Notebook, 3 ring, 85x11	n .		1 07	0.15	
1			 	1.05	3.15	89
5 rms	Paper - Onion Skin Paper - Writing ½" ruled	n ·		1.67	8.35	90
2 rms	with guide line Gr 3-4	· 41		.83	1.66	01
	Paper, writing 3/8" ruled		<u> </u>	•00	1.00	91
2 rms	Gr 4-6 as test paper			.77	1.54	92
2 pads	Paper-Typing 8 x11	in .		.16	.32	93
	•				32 34, 4p	
		Sub-	Totals		33-14	
				·	This Sheet)	T
		Gran	d Totals			
<u>Î</u> C		O, ati	a infal2		Materials	+



This Sheet)

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E.S.E.A.

School	Activity (phase)
State Project Number	Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
MATERIALS	: (Continued)					
3. SCN	ool Library Books and All	Library Expenses:				
	·					
						_
						-
					·	
				÷	·	
4. Tea	ching Supplies and All Oth	er Expenses for In	struction:			
l roll	CLINIC Paper-Wrapping 36" Brown			7.56	7.56	- 94
60 only		n				1
				.05	3.00	95
l only	Pencils - Blue	11		.08	•08	96
l only	Pencils - Green	b		.08	•08	97
6 only	Pencils - Red	n		.03	.48	. 98
l only	fluid duplicator Pencil-Correction for	T.		.12		
					.12	99
	Pencils - Drawing #2H	(1		.06	.36	100
3 cards	Pins - Straight Absence Cards			.07	.21	101
12 only	* Employees - Blue			.01	.12	102
12 only	Teachers (white)	*1		.01	.12	103
50 only	Reading Record Cards-H.S.	H		.01		104
	Received Report blanks	n .			.50	 -
	Treatived Report Dialiks			.33	.33	. 105
		Sub-T	otals		12.96	l

Grand Totals

School_	Activity (phase)
State Project Number	Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit - Cost	Extension	Ite No.
	S: (Continued) hool Library Books and All	library Evponess.			the state of the s	
***************************************	DOORS WIN HIT	LIDIATY Expenses.				
					 	-
			ļ			
	·					
NOTICE OF THE PARTY OF THE PART				٠	·	1
				<u> </u>		-
4. Tea	aching Supplies and All Oth	er Expenses for In	struction	:	•	—
3 pads	Requisition Blanks -Gener	al Storeroom		.62	1.86	1,06
2 pads	Requisition Blanks-Storer	om "		.35	.70	107
2 pkgs	(Letterhead) Stationery-Elem.School	u		.83	1.66	108
4 bxs	Reinforcements-Gummed	"				109
				.06	.24	
l bx	Rubber Bands - Large	11		-29	.29	110
4 bxs	Rubber Bands - Small			.29	1.16	111
2 only	(Tchrs & Ofc) Scissors - 9"	11		1.05	2.10	112
24 pads	Scratch Pads			.05	1.20	113
l only	,Stapler	п		3.15	3.15	114
50 only	Po s tage 8¢	н	•	\$.08	4.00	115
8 rolls	Tape - Masking (drawing)	11		•37	2.96	116
6 rolls	Tape-Masking (drawing) l"	ti .		.36	2.16	117
C AND		·			21.48	ĺ
	•	Sub-	Totals		21.48	
					(This Sheet)	1
ov		Gran	d Totals			

School	Activity (phase)
State Project Number	Date

Quantity	<u>Instructional Materia</u> ls	Co. or Supplier	Catalog No.	Unit Cost	Extension	I te
	6: (Continued) nool Library Books and All	Library Expenses:		-		
		·				
				i		 -
	ching Supplies and All Oth CLINIC \$x1296	er Expenses for in	struction	:	•	-
6 rolls	Tape-Scotch Cellulose	Storeroom		.19	1.14	77.8
4 r olls	l" gummed paper Tape-Transparent mending	И		.45	1.80	119
l ball	Twine - Heavy	и		.33	•33	120
6 only	Typewrit er Ribbons Electric Typewriters 15"	11		1.63	9.78	121
3	Waste Baskets - Small		<u> </u>	1.90	5.70	122
						<u> </u>
					<u> </u>	-
•						
	1			·		-
<u> </u>						
·				`		
		Sub-	Totals		18.75	ı
			locals		(This Sheet)	1
			d Totals		,	

9.92

Materials

(This Sheet)

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

State Project Number		of elements and the second and the 		ate "			•
Namus de la desta de la Companya de					D	Project Number	State
Department of the Contract of							
dantity Instructional Materials Co. or Supplier No. Cost Extension	Item No.	Extension	Unit Cost	Catalog No.	Co. or Supplier	Instructional Materials	Quantity

;		 			
. (APP)					
	_				1
ning Supplies and All Oth	er Expenses for In	struction:		· · · · · · · · · · · · · · · · · · ·	
Balls, Large Rubber	Storeroom		.39	1.56	123
Large, Rubber	11		2.09	4.18	
Plain, White	"		00		124
		 	09	009	125
ards, Ruled, White 3x5	II .		.09	.09	126
lips. Paper. large	11		.20	.20	127
, Paper, small			.055	•06	128
rayon, Sketcho #1166	11		•50	•50	129
lasped 6 x 9	#1		.41	.41	130
	11		.61	•61	131
•	41		•36		132
	41		18		133
	.,	 		1:00	+22
	6" KDGN Balls, Large Rubber Balls, Large, Rubber Balls, 13" KDGN Plain, White Cards, 3 x 5 Cards, Ruled, White 3x5 Clips, Paper, large 5, Paper, small Crayon, Sketcho #1166 Envelopes, Gummed & Clasped 6 x 9 Envelopes, Gummed & Clasped 9 x 12 Jump Rope - 12' length Coster Paint - Liquid	6" KDGN Balls, Large Rubber Storeroom Balls, 13" KDGN Plain, White Cards, 3 x 5 Cards, Ruled, White 3x5 Clips, Paper, large S, Paper, small Crayon, Sketcho #1166 Invelopes, Gummed & Clasped 6 x 9 Envelopes, Gümmed & Clasped 9 x 12 Jump Rope - 12' length Coster Paint - Liquid Storeroom Storeroom Storeroom Storeroom " " " " " " " " " " " " " " " " " "	6" KDGN Balls, Large Rubber Balls, 13" KDGN Plain, White Cards, 3 x 5 Cards, Ruled, White 3x5 Clips, Paper, large Stayon, Sketcho #1166 Invelopes, Gummed & Clasped 6 x 9 Envelopes, Gummed & Clasped 9 x 12 Jump Rope - 12' length Coster Paint - Liquid Storeroom Storeroom Storeroom Storeroom """ """ """ """ """ Storeroom """ """ """ """ Storeroom """ """ """ """ """ """ """	Cards, Rubber Cards, Rubber Cards, Ruled, White 3x5 Clips, Paper, large Caryon, Sketcho #1166 Chavelopes, Gummed & Clasped 6 x 9 Clips, Gummed & Clasped 9 x 12 Jump Rope - 12' length Coster Paint - Liquid Coster Paint - Liquid Coster Paint - Liquid Caryon Rope - 6' length Coster Paint - Liquid Caryon Rope - 6' length Coster Paint - Liquid	6" KDGN Balls, Large Rubber Storeroom .39 1.56 Balls, Large, Rubber " 2.09 4.18 Plain, White Bards, 3 x 5 " .09 .09 Cards, Ruled, White 3x5 " .09 .09 Clips. Paper, large " .20 .20 S. Raper, small " .055 .06 Crayon, Sketcho #1166 " .50 .50 Crayon, Sketcho #166 " .50 .50 Crayon, Sketcho #1 .61 .61 Dump Rope - 12' length " .36 .72' Jump Rope - 6' length " .18 1.08



Sub-Totals

Grand Totals

Title I - E.S.E.A.

School Fort Howard	 Activity (phase)	
State Project Number	Date		
	r	-	
	Catalog	Unit 1	ītom

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	īte No.
MATERIAL 3. Sc	S: (Continued) hool Library Books and All	Library Expenses:.	>*!·			
		*				
						,
		, .				
						†
						·
		·				
4. Tea	aching Supplies and All Oth	on European for I		L		-
	aching Supplies and All Oth Poster Paint-Liquid	er expenses for in	struction	:	<u> </u>	
l Jar E	GCH Blue, Green, Magenta,	Storeroom	İ	. 42	3.36	1.20
	Orange, Purple, Red, White		<u> </u>	• • • •	3.30	135
(8)	and Yellow.					1
•	Paper -Construction 9x12			 		+
3 pkgs	assorted colore	Storeroom	1	.24	.72	
	Paper -Construction 12x18			 '	12	126
l pkg	assorted colors	Storeroom	1	.46	16	}
	Paper-Writing 1" Ruled	3 332 C 2 3 3 M	 	•40	.46	137
l ream	w/guide line, newspaper GR 1			40		1
	Paper-Writing 3/4" Ruled		 	.48	.48	138
<u>l r</u> eam	w/guide line, newsp GR 2	11		40		
	Paper,, Test 3/8"		<u> </u>	•48	.48	139
2 rms	Ruled	. 11	· .	75.		
	Phrase Strips		 	.75	1.50	7770
l pkg.	3 x 30 Ruled	11	.			
			 	23	.23	141
l card	Pins, Straight	n ,		.07	.07	
			 		· · · · · ·	142
25 only	Plates - 6" Paper	u.		.01	.25	
			 			143
25 only	Plates - 8" Paper	11		.01	.25	1/4
÷		———— —————————————————————————————————			7.00	
		Sub-1	Totals		7.80	1
		•			(This Sheet)	#

Grand Totals



School	Fort Howard	Activity	(phase)_	· .
State Pro	oject Number_	Date		

uantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
MATERIALS	6: (Continued)					
J. JC!	nool Library Books and All	Library Expenses:	1			
	·					
<u>-</u> -						
						
			,			+-
						
4. Tea	ching Supplies and All Oth	er Expenses for In	struction			
l bx	Rubber bands - large	Storeroom	J CT GC CTOIL	.29	.29	1, , ,
l bx	Rubber bands - small	**		.29	.29	14.5
l pkg	Sandpaper #0 8gx10g	11		.59	•59	146
2 pkgs	Sandpaper #1 8 2 x 10 2	н		.85	1.70	147
5 pads	Scratch Pads	ti .		.05	.25	14.8
2 only	Sponges -cellulose	ti.		.25	.50	149
l bx EAC	Stars, Large 3/4"					150
	DIUE.Green.Red.Gold.Sil	ver "		.06	.30	151
1 bx EAC	Stars, Small 1/2" CH Blue, Green, Red, Gold, Si	lver "		.06	-30	152
l ball	String -Store, White	11		.15	.15	153
l spool	Thread EACH Black,White #40	н		.24	.48	154
l bx	Thumb Tacks	11		.12	.12	155
l only	Staple Remover	in .		.36	.36	156
l ream	Thermofax Copy Paper	f1 ,		9.08	9.08	157
	·				į.	1 -//
		. Sub⊸î	[otals		14.41	H

Title I - E.S.E.A.

School Howe-ACCT. 4290	Activity (phase)
State Project Number	Date

Quantity	Instructional Materials	Co. or Supplier	Catalog (Unit Cost	Extension	Item No.
MATERIALS 3. Sci	6: (Continued) nool Library Books and All	Library Expenses:			-	
4. Tea	ching Supplies and All Oth	er Expenses for in	struction			
l bx	Carbon Paper Duplicator Fluid (Spirit) UNIT	Storeroom		2.25	2.25	158
l bx	Carbon Paper- Type D- for Thermofax copier	ħ		3.53	3,53	159
l pkg	Cards, Ruled, White, 4x6	Ħ		.15	•15	160
2 bxs	Clips, Paper, small	· 11		• 055	.11	161
l pkg	Envelopes, Plain, Kraft, small	11		.09	• 09	162
5 only	Erasers - Scripto	ŤI.	·	.10	.50	163
5 only	Pencils - Red	tı		.08	.40	164
10 only	Pencils -Drawing #2H	tt		.06	.60	165
2 only	Pens, Brush (complete)	ti .		•29	•58	166
l card	Pins, Straight Cellulose 2 x 1296	н		•07	.07	167
l roll l only	Tape (small) Staple remover	11		.19	.19	168
l ream	Thermofax copy paper	н		.36 9.08	.36 9.08	169
	·	Sub~	Totals		17.91	
		•		1	(This Sheet)	

Grand Totals

Page__16

Title I - E.S.E.A.

•		శర్శామల్ చ	C# 3 12 C C# 4 2 S				
Schrol	Jefferson		_ Accivi	ey (pha ce)			
State Proje	ect Number		Date	n tuma amang mang mang mang mang mang mang m	The state of the s		
					,		
Quantity	Equipment and Instruc- tional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	I tem
MATERIALS 3. Sci	: (Continued)	11 Library	Expenses				1000
		,			A. Marier wy part Pility in no memory Ma		
;							
-				(6)			
,							
4. Te	aching Supplies and All	Other Expe	enses for	Instruction	a		
l only	Blotter, Green 19 x 2		Storeroo		.08	•08	170
l box	Brass Fastners Nail	Head	ti		.34	•34	171
l box	Brass Fastners ½" R	Head	ft		.32	•32	172 ,
l box	Carbon Paper Fluid	spirit) du	pli UNIT		2.25	2.25	173
l box	Carbon Paper Tupe D	Thermofa	copier		3.53	3.53	174
2 boxes	Clips Paper, small		†i		.055	.11	175
2 boxes	Crayons, Kdgn		11		.20	•40	176
l pkg	Doilies 5" Paper		Ņ		.14	.14	177
lpkg	Doilies 6" Paper		11		.18	.18	178
l pkg	Doilies 8" Paper		11	·	.27	•27	179
2 only	Erasers Pencil		11		.08	.16	180
l Only	Eraser Typewriter		11		.10	.10	181
			S	ub-Totals		7.88	
·					(This	Sheet)	_1
		•	Gra	nd Totals		1	

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Mat'ls.

School_	Jefferson	Activity	(phase)
State Pr	roject Number	Date	

		·				
Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
	S: (Continued) nool Library Books and All	Library Expenses			દુષ્	
,		see a se				+
		·				+
	·					+
						
						-
4. Tea	ching Supplies and All Oth	er Expenses for in	struction			
20 only	Folders, Manila	Storeroom		•02	.40	18
<u>l</u> only	. 12' Jump Rope -length	at.		:36	•36	/18
l bx	labels - large lax l 3/4	†ı		.13	.13	18/
l only	Notebook - Shorthand	ti .		.17	•17	12
2 pkgs	Paper = Construction Asstd Colors 12 x 18	0		.46	•92	186
l pkg EA	Paper -Construction 12x			.47	1.41	18'
l sheet	Paper - Mounting Board Gray 22 x 28	tr.	T .	.23	.23	188
10 only	₽encils - Black lead	11	-	.05	.50	
l each	Blue, Green, Red	· 11		.05	•15	189
l only	Pencils -Correction for fluid duplicator	11		.12	.12	190
10 only	Pencils - Drawing #2H	n		.06	.60	193
l pkg	Phrase Strip 3 x 30	11	7	.23	.23	192
		<u> </u>			5.22	193
		Sub-	Totals		(This Sheet)	#
		Grand	d Totals			,



. SchoolJefferson	Activity (phase)	
State Project Number	Date	

Quantity_	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite
	6: (Continued) nool Library Books and All	Library Expenses:			·	
			·			
						<u> </u>

The Control of the Co				 		
4. Tea	ching Supplies and All Oth	er Expenses for In	struction			
l ca rd	Pins - Straight Plan Book -	Storeroom		.07	.07	194
l only	Teacher's Lesson	11		1.33	1.33	195
24 only	Plates - 6" Paper	ł i		.01	.24	196
24 only		11		.01	•24	197.
2 pkg	Sandpaper #1 8½x10½			.85	1.70	198
2 only	Scissors - 5" (left hand)	11		.28	•56	199
2 only	Scissors - 5" (right) CH Stars, Large 3/4" Blue,	11		•26	•52	200
1 bx EAG	Green.Red. Gold.Silver Stars, Small 2" Blue.	H		.06	.30	201
	H Green, Red, Gold, Silver Tape, Masking (Drawing)	н		•06	.30	202
l roll	l" Tape, Scotch Cellulose	1)		•36	.36	203
l roll	ੈ" x 1296	H ·		.19	.19	204
l bx	Thumb Tacks	ų		.12	.12	205
		Sub~1	Totals		5.93	
					(This Sheet)	
ĮC.		Grand	d Totals		Materials	L

Title I - E.S.E.A.

School	Activity (phase)
State Project Number	Date
	· · · · · · · · · · · · · · · · · · ·

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite
MATERIAL 3. Sc	S: (Continued) hool Library Books and All	Library Expenses:				
			·			
						
						-
						-
4. Te	nching Supplies and 633 Oth					
1 only	Staple Remover	Storeroom	struction	.36	.36	
2 ream	Thermofax Copy Paper	n.		9.08	9.08	20
					İ	
			;			
·						
	a ,					
	4					



Grand Totals

School	Norwood - Acct. 4290	Activity (phase)	
State Pro	ject Number	Date	٠

Quantity	Instructional Materials	Co. or Supplier	Catalog No	- Unit Cost	Extension	Ite
MATERIALS	: (Continued) cool Library Books and All	lihwany Evnences:				
	our blocks and till	Elbidiy Expenses.				
						-
						+
						1
						1
4。 Tea	ching Supplies and All Oth	er Expenses for In	struction	<u> </u>		
20 only	Folders - Manila letter size	Storeroom		.02	.40	208
l only	Jump rope 12* length	u u		.36	.36	200
7 only	Jump ropes 6' length	n		.1.8	1.26	210
10 only	Pencils - Black lead	11 .		.05	.50	711
l pkg	Phrase strips Ruled 3 x 3	D . "		.23	.23	212
1 card	Pins, Straight	e II		.07	.07	2713
l only	Lesson. Plan bppl – Teacher's	"		1.33	1.33	214
40 only	Plates 8" Paper	n .		.01	.40	215
2 pkg	Sandpaper #1 $8\frac{1}{2}$ x $10\frac{1}{2}$	H v		.85	1.70	216
,			- T	1	1	7
,		. •				
			Totals		6.25	

School	Nicolet - Acct. 4290	Activity	(phase)_
State Projec	ct Number	Date	

Quantity		Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
MATERIAL 3. Sc	S: (Continued) hool Library Books and All	Library Expenses:				
			,			
						`
						
4 17-					ļ	
4. Tea	aching Supplies and All Ot		struction:			<u> </u>
****** <u>***</u>	Blotters, Green 19x24 Brass Fasteners	Storeroom		•08	.08	217
l bx	1/2" Round Head Brass Fasteners	11		32	.32	218
l bx	Nail Heads Carbon Paper - Type D -	41		•34	.34	219
l bx	(for Themmofax Copier)		·	3.53	3.53	220
2 bxs	Clips, Paper, Large	п		20	.40	221
l bx	Clips, Paper, small Crayons, Kdgn	11		•055	.06	222
1 bx	*8 colors	ri .		•20	.20	223
l pkg	Doilies 5""Paper	11		.14	.14	224
l pkg	Doilies 6" Paper	11		.18	.18	225
1 pkg	Doilies 8" Paper Envelopes - Kraft	"		•27	.27	226
l pkg	Plain Large Envelopes, Kraft	11		erendete (Commission of the	<u> </u>	227
·	Plain - Small	11		.0g	.09	228
		Sub-To	otals _		5.73	
					This Sheet)	
	•	Grand	Totals	İ		}



Title I - E. A.

School	Nice	olet	ctivity	(phase)	
State	Project	Number	Jate		

wantity	Instructional Materials	Co. or Sur eer	Catalog No:	Unit . Cost	Extension	Ite No.
MATERIALS	S: (Continued)					
3. Sch	nool Library Books and All	Library Expenses:	7		<u> </u>	
			}			
						1
		e gewin i i ar g				
						+
				 		+
					<u> </u>	-
4. Tea	aching Supplies and All Oth	er Expenses that In	struction	:		
l pkg	Envelopes, Return Address 8¢ large	Storenox		2.31	2.31	229
1 only	Erasers - Pencil	II		•08	.08	230
20 only	Folders - Manila letter size	ti		•02	.40	231
l only	Jump Rope - 12' length	. H		.36	.36	232
i_bx	Labels, Large 12x25	i ti		13	.13	233
l only	Notebook - Shorthand	li .		.17	.17	234
2 pkg	Paper - Construction Asst Colors 12x18	ft	<u> </u>	.46	.92	235
1 pkg EA	Paper - Construction 12x18 TH Pink and Red Paper Mounting Board	11	ļ ·	.53	1.06	236
<u>l sheet</u>	Gray 22 x 28	ti	ļ	23	.23	237
2 bdls	Paste Sticks	"		.66	1.32	238
10 only	Pencils - Black Lead	11		.05	.50	239
1 EACH	Blue, Red, Green	ų		•08	.24	240
	• 		,	1	7.72	Î

ERIC

Totals-

Grand Totals

Title I - E.S.E.A.

School_Nicolet	Activity	(phase)
State Project Number	Date	

<u>. </u>			•			
Quantity	Instructional Materials	Co. or Supplier	Catalog No-	Unit Cost	Extension	Ite No.
	: (Continued) nool Library Books and All	Library Expenses:				
						
						
				i. -	`	-
1	ching Supplies and All Oth Pencil - Correction	er Expenses for In	struction	· ·		-
l only	for fluid dupli Pencils -	Storeroom		.12	.12	243
20 only	Drawing #2H	: "		•06	1.20	242
l pkq	Phase Strips Ruled 3x30	(1		.23	.23	24
l card	Pins, Straight	11		.14	.14	24.1
l card	Pins, Safety Plates - 6" Paper	11		.07	.07	24,5
	Plates - 8" Paper	h		.01	.20	24.6
2 pkg	Sandpaper #1 82x102	11		.01 .85	.20	247
	aissors 5" (left)	11	-	.28	.56	248
l only Si	icssors 5" (right)	11		•26	.26	250
l bx EACH		11		•06	.12	. 251
l bx each	Stars, Small ½" n Blue, Gold	и		.06	.12	252
		0			4.92	
	,	auc	otals	<u>.</u>	(This Sneet)	



Grand Totals

Materials

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

School Nicolet	Activity (phase)	
State Project Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Iter No s
MATERIALS 3. Sch	: (Continued) cool Library Books and All	Library Expenses:				
	, 444			·		
				·		<u> </u>
		Į.				-
		· · · · · · · · · · · · · · · · · · ·				
4. Tea	ching Supplies and All Oth	ar Evnances for L	etruction			-
4 rolls	Tap e, Masking (drawing)	Storeroom	/act do (10)	•36	1.44	253
l roll	Tape, scotch cellulose h"x 1296 (small)	n n		.19	.19	254
l only	Yardstick	Þ		.25	.25	255
l ream	Thermofax Copy Paper	II		9.08	9.08	256
						
						<u> </u>
						<u> </u>
<u> </u>						
						-
					,	
		Cook	-Totals		10.96	

School Oak Grove - ACCT. 4290	Activity (phase)	
State Project Number	Date	•

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
	S: (Continued) hool Library Books and All	Library Expenses:				
				10		
		σ.				
4. Te	aching Supplies and All Oth	er Expenses for In	struction	:		
2 only	6" kdgn Balls, large rubber	Storeroom		.39	.78	25'
2 only	13" Kdgn Balls, Large, Rubber	11		2.09	4.18	250
1 bx	Brass Fasteners Nail Head	11		.34	.34	259
1. bx	Brass Fasteners	11		•32	•32	240
l bx	Brass Fasteners l"_rd head	11		.48	•48	24]
l bx	Carbon Paper - Fluid Spiri duplicator UNIT	t		2.25	2.25	262
1 bx	Carbon Paper - Type D - (Thermofax copier)	11		3.53	3.53	263
l pkg	Cards 3x5 Plain White	11		.09	.09	261
l pkg	Gards 4x6 Plain White	п		.15	.15	26!
l pkg	Cards 5x8 Plain White	n		23	.23	. 266
2 only	Cement - Rubber l pint	ti .		.36	.72	261
l only	Clip Board	†1		.27	.27	268
					13.34	
•		Sub-	Totals		(This Sheet)	
		Gran	d Totals			
		A 79			Materials	T

School Oak Gr	rove	aran ang ang ang ang ang ang ang ang ang a	Activity	(phase)	
State Project	Number	•	Date		•

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Iter No.
	S: (Continued) hool Library Books and All	Library Expenses:				
	·	1				
4. Te	aching Supplies and All Oth	er Expenses for In	struction	·		
2 bxs	Clips, Paper, Large	Storeroom		.20	.40	26.9
2 bxs	Clips, Paper, Small	. U		.055	.11	270
2 bxs	Crayons KDGN (8 colore)	п		.20	.40	271
2 pkgs	Envelopes, Gummed & Clasped, 10 x 13			.70	1,40	. 272
2 pkgs	velopes, White,	ti.	·	.12	.24	273
2 pkgs	Envelopes, White Plain, Small	1.		.09	.18	274
2 only	Erasers, Pencil	Ð		.03	. 16	27
4 only	Folder -Expanding File pocket 9½x11 3/4	fr		.29	1.16	276
2 only	Folder - Expanding 9g x 14 3/4	0		.36	.72	277
5 only	Folders - Manila letter size	0		•02	.10	278
2 only	Jump ropes 12' length	11		.36	.72	279
6 only	Jump ropes 6' length	Li .		.18	1.08	280
			·•		6.67	
		Sub-	Totals		(This Sheet)	1
		Gran	d Totals	1		

School Cak Grove	_Activity (phase)
State Project Number	Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
MATERIALS 3. Sch	6: (Continued) nool Library Books and All	Library Expenses:		<u> </u>		107
						+
					<u> </u>	1
				,		
		· · · · · · · · · · · · · · · · · · ·				
4. Tea	ching Supplies and All Oth	er Expenses for In	struction	:		
l only	Notebook - Composition Poster Paint - Liquid	Storeroom White & Yellow		.17	.17	283
l Jar EA	CH Blue, Green, Magenta, Orange Paper Construction 9 x 12	re.Purple.Red.		.42	3.36	282
l pkc EA	CH Black, Blue, Green, Orange Paper Construction 12 x 18	Pink, Red & Yellow	·	Various	1.75	583
l pķgEAC	H Black and Orange Paper – Test	11	-	Various	1.02	567
l ream	3/8" Ruled	n		.75	.75	200
5 only	Pencils - Black Lead	tt '	 	.05	•25	2.96
2 only F	encils - Red	11		.08	.16	287
4 only	Pens, Brush (complete)	,1		.29	1.16	288
	Pins, Straight	1t	<u> </u>	.07	.07	209
l only	Punch, Paper	n.		.31	.31	390
1 bx	Rubber Bands - Large	11		.29	.29	291
2 only	Scissors 5" Right		1	.26	.52	292
		Sub-1	otals		9.81	
			d Totals		This Sheet)	

Title I - E.S E.A.

School Oak Grove	Activity (phase)
State Project Number	Sate

luantity	Instructional Materials	Co. or Supplier	Catalog No-	Unit Cost	Extension	Ite No.
MATERIALS 3. Sci	6: (Continued) nool Library Books and All	Library Expenses:				
			 			
						-
						+
·						
						
4. Tea	ching Supplies and All Oth	er Expenses for in	struction			
3 pads	Scratch Pads	Storeroom		•05	.15	29
l bx	Staples - Standard Size	; "		.27	.27	29
l bx EAG	Gold, Green, Red, Sil	ver		.06	.24	50
l roll	Tape, Masking (drawing) 3/8"			•30	.30	50
l ream=	Thermofax Copy Paper	11		9.03	9.08	20
			·			
				·		
٠.	.	Sub-T	otalo		10.04	
		2.010-1	ulais į			i

Grand Totals

School F. D. Roosevelt - Acct. 4290	Activity	(phase)
State Project Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
MATERIALS	S: (Continued)					
	hool Library Books and All	Library Expenses:			-	-
						
<u>·</u>						
				ļ		ļ
		•				<u> </u>
· · ·	,	·				
4. Tea	ching Supplies and All Other	er Expenses for In	struction	;		
2 only	Balls, Large, Rubber	Storetoom		.39	.78	
2 only	Balls, Large, Rubber 13"	11		2.09	4.18	298
l bx	Brass Fasteners Nail Head	11		.34		299
l bx	Brass Fasteners 1/2" Rd Head	11				300
l bx	Brass Fasteners 1" long, Rd Head	11		.32	.32	301
	Carbon Paper - Type D (Thermofax Copier)	n ·		•48	.48	303
l bx				3.53	3.53	3C3
l pkg	Cards 3 x 5 Plain White	11		.09	.09	304
l pkg.	Cards 4 x 6 Plain White	n · · · · · · ·	·	.15	.15	3C5
l pkg	Cards 5 x 8 Plain White Cement - Rubber	11		.20	.23	3 <u>06</u>
2 only	l pint	11		.36	.72	307
lonly	Clip Board	tı		.27	.27	308
l bx	Carbon Paper - Eluid Spir Duplicator UNIT	it		2.25	2.25	309
		:			13.34	
		Sub-1	Totals	:	(This Sheet)	
		Grano	l Totals	,	L'III AHEEC)	
		51	. rotars		Materials	1

EWBIPMENT AND INCIPROTIONAL WASHRIALS LISTED BY ACTIVITY (phase)

School F. D. Roosevelt	Activity (phase)
State Project Number	Da t e

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
	S: (Continued)					
3. Sc	hool Library Books and All	Library Expenses:	1			
· · · · · · · · · · · · · · · · · · ·			 			-
						-
		-	ļ	-:		
·						
4. Te	aching Supplies and All Othe	er Expenses for in	struction	•		
2 bxs	Clips, Paper, Large	Storeroom		.20	.40	1 .
2 bxs	Clips, Paper Small	11		.055	.11	310
2 bxs	Crayons - Kdgn 8 colors	Tr.	100	.20	.40	31.
2 pkgs	Envelopes Gummed & Clasped 10 x 13	11	 		 	212
	Envelopes Whitel			:70	1.40	313
2 pkgs	Plain - Large Envelopes; White	+1		.12	.24	314
2 pkgs	Plain, Small	ft .		.09	.18	315
2 only	Erasers, Pencil	В	·	.08	.16	316
4 only	Folders - Expanding File pocket 9½ x 11 3/4			.29	1.16	317
2 only	Folders - Expanding File pocket 9 x 14 3/4	rr .		.36	.72	
5 only	File pocket 9 x 14 3/4 Folders O Manila letter sze	- 11				318
				.02	.10	319
2 only	Jump Rpes 12' length	11		.36	.72	350
6 only	Jump Ropes 6' lengths	11		.18	1.08	321
					6.67	
		Sub-	Totals.		(This Sheet)	#
•		0-0-	d Totals			
RIC.		्र टाम्बर्ग	u joudis		Materials	1

Title I - E.S.E.A.

School	F. D.	ROOSEVELT	Activity	(phase)_		
State	Project	Number			***	;

Quantity	Instructional Materials	Co. or Supplier	Catalog No:	Urit Cost	Extension	Iter No.
MATERIALS 3. Sch	: (Continued) nool Library Books and All	;			- Acension	ING
		1				
						 -
						+
			 			+
						<u> </u>
4. Tea	ching Supplies and All Oth	er Expenses for in	struction	',		1
l only	Notebook - Composition	Storeroom		•17	.17	322
l Jar	Poster Paint-Liquid-Blue	11		.42	•42	323
l pkg EA	Paper, Construction 9 x 12 CH Black, lt. blue, Green	Orange, Pink, Red		Various	1.75	321
1	Paper Construction 12 x 1 H Black and Orange.	3 Storeroom		Varipus		325
l ream	Paper - Test 3/8" Ruled	11		. 75	. 75	326
5 only	Pencils Black .ead	n ·		.05	.25	227
2 only P	encils, Red	ri .		.08	•16	328
4 only P	ens, Brush (complete)	H		.29	1.16	333
lcard	Pins - Straight	ń		.07	.07	330
l only	Punch - Paper	ri ,				331
1 bx	Rubber Bands - Large	tt .		.29	.29	332
2 only	Scissors 5" Right	lt .		.26	•52	333
					6.87	
	• •	ן-מעל	otals		This Sheet)	+

Grand Totals

Schoo	F. D. ROOSEVELT		A	ctivity (phase)_		
State	Project Number	·	Ī	ate			
		, , ,-					•
uantity	Instructional Materials	Co. or	Supplier	Catalog No.	Unit Cast	Extension	Item No.
MATERIALS 3. Sch	: (Continued) cool Library Books and All	Library !	Expenses:	,			
	·						
						14720	
4。 Tea	ching Supplies and All Oth	er Expens	ses for In	struction	:		
3 pads	Scratch Pads		reroom		.05	•15	334
l bx	Staples -Standard Size	i H			.27	.27	335
l bx EAC	Stars, Large 3/4" H Gold, Green, Red, Silver	. 11			.06	•24	326
l roll	Tape, Masking, Drawing 3/8"	. 11			.30	30	337
							1221-
			,				
						,	-
			u	, ·			
			1			-	
			มี∪ ต ÷	Totals		.96	
2						This Sheet)	
RIC"			Gran	d Totals		Materials	1

School_Roosevelt - ACCT. 4290	Activity (phase)
State Project Number	Pate

Quantity	Instructional Materials	Co. or Supplier	Catalog No:	Unit. Cost	Extension	Ite No.
	S: (Continued)		,			1
3. Sc	hool Library Books and All	Library Expenses:			·	
· ,			and the c			
		V				-
P & Company						-
			. 1			
						+
4. Tea	aching Supplies and All Oth	er Expenses for 'n	Struction	•		-
2 bxs	Carbon Paper - Type D - (Thermofax Copier)		Jer de Croi,			-
· · · · ·	(Thermorax Copier)	Storeroom,		3.53	7.06	338
l bx	Dots Blue, Gummed 1/4"	11		.10	.10	239
1 bx	Dots - Red Gummed 1/4" Envelopes Gummed a	II .		.10	.10	340
l pkg	Clasped 6 x 9	n		.41	.41	24]
l pkg	Envelopes Gumned & Clasped 9 x 12	ti.		.61	.61	342
l pkg	Envelopes Gummed a Clasped 10 x 13	e n		70	.70	
l pkg	Envelopes Kraft Plain Large	11	 	,	1.	343
l pkg	Envelopes Kraft Plain, Small	li .		.12	.12	344
l Jar	Ink Remover - Duplicator Hand Cleaner	· tr	· ·	.09	.09	345
	Jump Ropes - 12'			1.05	1.05	346
2 only	Jump Ropes - 6'	II .		.36	.72	347
6 only	length	I:		.18	1.08	348
l pint	Paste - Runny (Elem - H.S.)	lr.		,75	.75	340
	•	6.0	Talal		12.79	
		<u>540</u> ÷	Totals		(This Sheet)	+
		Grand	d Totals	i	,	
		155		The state of the s	Materials	+

Schoo	olRoosevelt	A	ctivity (phase)_		· .	
State	e Project Number						
		•					
Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Item No.	
MATERIALS	S: (Continued)						
3. Sc	nool Library Books and All	Library Expenses:		·			
	·						
						ļ	
4. Tea	aching Supplies and All Oth	ner Expenses for in	struction	:			
l bx EAG	Stars, Large 3/4" Blue, Green,Red,Silvern	Storeroom , Gold		.06	.30	350	
l bx·EAG	Stars, Small g" H Blue, Green, Red, Sil	ver & Gold "		•06	•30	25]	
l btl	Type Cleaner	tt.		.55	•55	252	
l ream	Thermofax Copy Paper	i.		9.08	9.08	353	
						1	
						 	
						†·	
						+	
						 	
						-	
			J		10.23		
	· · · · · · · · · · · · · · · · · · ·	[≗] Sub∹	Totals		Inis Sheet)	-	
		Cara	 .a. Marana		inis Sheet)		
		Gran	d Totals			1	

EUCIPMENT AND INSTRUCTIONAL CATERIALS DISTIN

Title I - E.S.E.A.

School	Tank - ACCT. 4290	_Activity	(phase)
State Proje	ct Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No-	Unit Cost	Extension	Ite
		July Old Charles	1	3030	LXCENSION	No.
	6: (Continued)	ta buran - 5		•		
3. 30	nool Library Books and All	Library Expenses:	-			
· .	·		}			
						
					: :	
· · · · · · · · · · · · · · · · · · ·		•				+
4 T-	ahira Caralia				-	1
4. Tea	ching Supplies and All Oth	er Expenses for In	struction	<u> </u>		
6 only	Blotters, Green, 19 x 24	Storeroom		.03	.48	35/
l bx	Brass Fasteners					1-24
	Nail Head Brass Fasteners	i t	 	34	.34	355
l bx	- Rd Head	11	<u>.</u>	.32	.32	356
l bx	Brass Fasteners l" long, Rd Head	tt <u>.</u>		.48	40	
	Carbon Paper Fluid (spiri		 	.45	.48	357
1 bx	Duplicator UNIT	11 ,		\$2.25	2.25	350
l bx	Carbon Paper - Type D - (for Thermofax Copier)					
	(101 Mermorax copier)			3.53	3.53	359
l pkg	Cards 3 x 5 Plain White			.09	.09	34C
		11			0.0	361
l pka	l Cards 5 y 8 Ruled. White.		i	.23	.23	1301
l pkg	Cards 5 x 8 Ruled, White- Envelopes Gummed &					
l pkg 8 pkgs	Envelopes Gummed & Clasped 6 x 9	D.		.41	3.28	362
8 pkgs	Envelopes Gummed & Clasped 6 x 9 'Envelopes Bd of Ed					
8 pkgs 6 only	Envelopes Gummed & Clasped 6 x 9 *Envelopes Bd of Ed 8¢ Encl. Envelopes Gummed &	Ti.		.41	3.28	362 363
8 pkgs	Envelopes Gummed & Clasped 6 x 9 *Envelopes Bd of Ed 8¢ Encl.	Ti.				
8 pkgs 6 only	Envelopes Gummed & Clasped 6 x 9 *Envelopes Bd of Ed 8¢ Encl. Envelopes Gummed &	11		.08	.48	363
8 pkgs 6 only	Envelopes Gummed & Clasped 6 x 9 *Envelopes Bd of Ed 8¢ Encl. Envelopes Gummed &	11		.08	.48	363
8 pkgs 6 only	Envelopes Gummed & Clasped 6 x 9 *Envelopes Bd of Ed 8¢ Encl. Envelopes Gummed &	11	Totals	.08	.48	363

Grand Totals

Tit.e I - E.3 ± -

School	Tank	· .	 	 _Activity	(phase)	
State	Project	Number		ate		

Wentity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite No.
	S: (Continued) hool Library Books and All	Library Expanses:				
	j _e was	2222-17 DAP: 3031			 	+
					 	+
						-
			-			
			 			
4. Te	aching Supplies and All Oth	per Evnences for In	etanetien	<u> </u>		-
l pkg	Envelopes Large	-	Struction:			-
1 pkg	Plain, White	Storeroom		.12	.12	36
l only	Erasers - Scripto	11		.10	.10	7-
2 only	Jump ropes 12'length			,36	.72	34
4 only	Jump Ropes 6' lengths			.18	.72	
2 by	Labels, Large 12 x 22	. 11		.13	26	36
2 bxs	Labels, Small, 14 x 1 3/4	11		.14	.28	36
l roll E	Tape, 3" x 108"				•20	3.7
1 1011 L	Brown, Green,	Red '	<u> </u>	1.42	4.26	37
l only	Notebook - Shorthand Paper - Construction 9 x 1	r.		.17	.17	37
l pkg	Asstd Colors	!		.24	.24	37
l pkg	Paper Construction 9 x 12 Blue, Lt. Blue, Crange & Ye		 	.24	.96	
74					1	37
						-
		<u></u>	<u></u>		ļ	-
·						
· · · · · ·		C. L.			7.83	
<u> </u>		Sub-1	Totals		7.83 (This Sheet)	

Title I - E S.E.A

School Tank	Activity	(phase)
State Project Number	Date	

- YOUT CALL OF	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Ite
	S: (Continued)			1 0000	Excellsion	No a
3. Sch	nool Library Books and All	Library Expenses.				
		:		·		
			 			
				-	+	-
· ·				ļ		
	,					
4. Tea	ching Supplies and All Oth	er Expenses for in	struction	:		
l pkg	Paper - Construction 12 x Asstd Colors	18 Storeroom				
l ream	Paper Test 3/8" ruled	, "		.46	.46	375
10 only		11		.75	,75	376
2 rolls	Tape - Masking, drawing			•05	.50	377
	1" Tape - Paper, Gumed, Art n	itls.		.36	.72	378
l roll E	ACH Green, Lt. Green, Red, G	range,Yellow,blue		. 344	2.94	379
1 spoolE	ACH Thread No. 40 Black & V	hite "		. 24	.48	380
l bx	Thumb Tacks	D.		.12	.12	36]
<u>l ream</u>	Thermofax Copy Paper	H				
				9.08	9.08	345
	<u> </u>			-		ļ
	•					1
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		Suc-T			15.05	'

Grand Totals

Title I - E.S.E.A.

SchoolWequick - ACCT. 4290	_Activity (phase)	
State Project Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Iter No.
MATERIALS	S: (Continued)					
3. Sc	nool Library Books and All	Library Expenses:	 			
						+
					 	
	·					
			·			
4。 Tea	ching Supplies and All Oth	er Expenses for in	struction	<u>:</u>		'
2 bxs	Clips, Paper, Large	Storeroom		.20	.40	3,53
2 bxs	Clips, Paper, Small	н		.055	.11	
l pkg	Envelopes, Gummed & clasped 9 x 12	n	·	.61	,61	304
2 pkgs	Envelopes Kraft Plain, Large	11		.12	.24	385
40 only	Folders, Manila	ti.		.02	.80	206
l only	Jump rope 12' length	TI .		.36	.36	387
6 only	Jump ropes 6' length	ti.		.18	1.08	388
3 pkgs	Paper - Construction 9 x Asstd Cdors	12	1	.24	.72	389
l rm	Paper - Drawing White 9 x 12	11		1.14	1.14	390
2 only	Pencils colored lead Blue	ц		.08	.16	391
: 2 o nly	"As above Green	. tr		.08	.16	392
4 only	as ab o ve Red	11		.08	20	303
		······································	-	• • • • • • • • • • • • • • • • • • • •	:	304
		Sub-1	Totals		6.10	
a .			- -		This Sheet)	#
		•		·	1	1

Grand Totals

Title I - E.S E.A.

School_	Wequiock	Activa to	
C+-+- D		Activity	(pnase)
State Pr	roject Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog Mo.	Unit Cost	Extension	Iter
MATERIAI 3. Sc	S: (Continued) Chool Library Books and All	Library Expenses:		,	- Accuston	No.
						
						
						
						
						
4. Te	aching Supplies and All Oth	er Expenses for In	struction		· .	
20 only	Pencils - Drawing #2H Plan Book - Teacher's	Storeroom		•06	1.20	395
l only	Lesson	Ð		1.33	1.33	
5 pads	Scratch Pads	11		.05	•25	396
l only	Stapler	"		3.15	3.15	207
l bx	Staplers - Standard Size	,,		.27	.27	308
2 rolls	Tape - Masking (drawing) 3/4"			.37	.74	309
2 rolls	Tape - Masking (drawing)	ri e		.36	.72	400
l roll	Tape - scotch cellulose 1/2" x 1296 (small)	, n		.10	10	401
	4			* * * * * * * * * * * * * * * * * * * *	19	4C2
					· · · · · · · · · · · · · · · · · · ·	·
		Sub-To			7.85	

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Grand Totals

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Title I - E.S.E.A.

School	Whitney - ACCT.	4290	Activity	(phase)	
State Proj	ject Number		Date		_

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	I cen No.
MATERTAL	S: (Continued)					1
3. 3	hool Library Books and All	Library Expanses:				
					:	 -
				-	1,000	
					-	<u> </u>
· · · · · · · · · · · · · · · · · · ·					_	
4. Tea	aching Supplies and All Oth	er Evpences for In		-		
l only	Blotter, Green 19 x 24		struction			 -
	Brass Fasteners	Storeroom		.08	.08	403
1 bx	Nail Head Brass Fasteners	ft .		•34	.34	404
1 bx	½" Rơ He a d			.32	.32	405
l bx	Brass Fasteners 1" Long, Rd Head	. 11			1	
1 h	Carbon Paper - Fluid (Spin	it)		.48	.48	406
1 bx	Duplicator UNIT Carbon Paper - Type D -	<u>`</u>		2.25	2.25	407
1 bx)Thermofax Copier)	11		3.53	3.53	408
2 pkg	Cards 4 x 6 Plain White	P		.15	.30	409
4 bxs	Clips, Paper, Large	11		•20	.80	410
2 bxs	Clips, Paper, Small			.055	.11	
1 pkg	Doilies 5" Paper	i)				411
l pkg	Doilies 6" Paper	-1		.14	.14	412
				-18	.18	413
l pkg	Doilies 3" Paper	11		.27	.27	414
	·	<u> </u>	otals			
1		Sub-T	04-110	1	3.80	

Grand Totals

Page 41

EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E S.E.A.

School_Whitney	Activity (phase)	
State Project Number	Date	*

\uantity_	Instructional Materials	Co. or Supplier.	Catalog No.	Unit Cost	Extension	Ite No.
	S: (Continued)					
3. 30	nool Library Books and All	Library Expenses:				
<u> </u>		<u>.</u>				
				· ·		+
	·					-
***						-
						+
1 To:	oching Cumplion and 612 Out	-		1 to 1		+
7, 100	ching Supplies and All Oth Envelopes - Gummed &	er Expenses for In	<u>struction</u>	:		
l pkg	Clasped 9 x 12	Storeroom		.61	.61	1.20
01	Envelopes - Kraft			.02		415
2 pkgs	Plain Large Erasers - Chalkboard		 	.12	.24	416
3 only	cleaners, classroom size	l)		.45	1.35	417
4 only	Erasers - Pencil	11		.08	.32	416
l only	Files 6" slim tapered			.39	•39	419
5 only	Folders - Expanding File pocket 9 x14 3/4"	: И		.36 =	1.80	42C
5 only	Folders – Manila letter size	n		.02	.10	421
l only	Jump rope 12' length	#1		.36	.36	422
_4 only	Jump Ropes 6' lengths	Đ1		.18	.72	423
2 b x s	Labels, Large 12 x 22	ri .		.13.	.26	424
l bx	Labels Small 1. x 1 3/4	11		.14	.14	425
l only	Notebook - Shorthand	ti.		.17	•17	426
				5.46	6.46	
		Sub-	Totals		This Sheet)	-
				: (*	· · - · · · · · ·	q

63

Title I - E S E A.

School	Whitney	Activity (phase)	
State Proje	ect Number	Date		•

MATERIALS 3. Sch	: (Continued) ool Library Books and All				Extension	No.
3. Sch	ool Library Books and All					
		Library Expenses:	•	•		
						†
					{ 	
. 1						
		مممور /		,		
					,	1
						
		X				·
4. Tead	ching Supplies and All Oth	er Expenses for In	struction	:		
1 only	Notebook Rings 3" diameter	1		.10	10	
	Paper Construction 9 x 12	Storeroom Violet,White,		.10	.10	427
l pkg EAC	CH Black, lt.Blue, Brown, Or Paper Construction 12 x 1	ange, Pink, Red, Yell	dw	Various	2.23	428
1 pkg EAG	CH Blue and Green	Storeroom		:47	.94	
l ream	Paper, Writing, 1" ruled	· ' •				1,29
I Team	w/guide lines GR l Paper, Writing, l" ruled		 	.48	•48	430
l ream	w/quide lines GR 2	. 11		.48	48	1/31
l pad	Paper - Typing pads	ŧ1		.16	.16	1,32
2 bdls	Paste Sticks	п		.66	1.32	. "
10 only	Pencils Black Lead	11		.05	.50	433
l only	Pencils - Blue	п		.08	.08	434
10 only	Pencils Drawing #2H	0		.06	.60	435
10 only	Pencils Drawing #3 H	21		.06	.60	436
# only	Pens, brush (complete)	T1		.29	.29	435
						4 17
		Sub-	Totals	22414	7.78	1
	•			•	(This Sneet)	1

EQUIPMENT AND INSTRUCTIONAL AMPROPRIATE LISTING BY ACTIVITY (prose)

Title I - E.S.E.A

School Whitney	Activity (phase)
State Project Number	Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit Cost	Extension	Iter No.
MATERIAL	S: (Continued)					
3. Sc	hool Library Books and All	Library Expenses:				
		•				
						-
			<u> </u>		<u> </u>	
	·				+	
· · · · · · · · · · · · · · · · · · ·			· · · · ·	·		
				,	-	
4. Tea	aching Supplies and All Oth	er Expenses for in	struction	:		
lpkg	Phrase Strips 3 x 30	Storeroom		.23	.23	7.0
l card	Pins, Safety	1.		.14	.14	
1 card	Pins, Straight	п		.07	.07	44C
2 pads	Scratch Pads	11 *		.05	.10	441
l bxs	Suspension Rings (gummed picture hangers)	H		05		442
4 rolls	Tape, Masking (drawing)		 	.25	.25	443
	Tape, Paper, gummed,			.36	1.44	444
l roll	colors: Blue Tape - scotch cellulose	11	 	.49	.49	445
l roll	2 x 1296	. 0		. 19	.19	446
l bx	Thumb Tacls	n		.12	.12	447
l only	Yardstick	0		.25	.25	448
l only	Staple remover	1 11		.34		44.9
l ream	Thermofax Copy Paper			9.08	9.08	450
-					12.72	1
		Sub-I	otals			
					(This Sheet)	1

Grand Totals

Title I - E -E.A;

School	Activity	and se)
State Project Number	Date	

Quantity	Instructional Materials	Co. o. Supplier	Catalor No	71. 71.5	Extension	Ite No:
MATERIAL	S: (Continued)				i	
3. 3c	hool Library Books and All	Linary Tarana				
			1			
			,			
			 			
						+
		Annual Control of the Control of			 	 -
						1
4° Te	aching Supplies and Alt Oak					
777/00	aching Supplies and All Oth	er expenses for the	<u>struction</u>	:		
2	Grab Sr.	Dorothea Alcock				'
	Fing .	Dorochea Kilcock	 -	1.50	3.00	457
2	Crab Jr.	II		1.50	3.00	4.52
13	Child Management, A Program for Parents	Ann Arbor			1.00	432
	Between Parent and	Fublishers		3.00	39.00	453
13	Child	Avon juhlishers			1	
						-}
,	Classroom kits	AVOR FULLISHERS	<u> </u>	1.25	16.25	4.54
1	Classroom kits Snowmobiles	Downar	590			
	Snowmobiles	Scwmar		29.99	16.2 5	455
1	Snowmobiles Surfing		590 378			
1	Snowmobiles Surfing What To Do when There's Nothing To Do	Downar "		29 . 99	29 . 99	4.55
1	Surfing What To Do when There's Nothing To Do Turning Kids on and	Downar Dell ublishing	378	29.99	29.99	4.55
1	Snowmobiles Surfing What To Do when There's Nothing To Do	Downar "	378	29.99 29.99 .95	29 .9 9 29 .9 9 12.35	455 456 457
1 13 1	Snowmobiles Surfing What To Do when There's Nothing To Do Turning Kids on and Off	Dell ublishing Guild V. utlishi	378	29.99 29.99 .95 3.50	29 . 99	455 456 457
1 13 1 13	Surfing What To Do when There's Nothing To Do Turning Kids on and	Downar Dell ublishing	378	29.99 29.99 .95	29.99 29.99 12.35 3.50	455 456 457 458
1 13 1 13	Snowmobiles Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy	Dell ublishing Guild V. utlishi	378	29.99 29.99 .95 3.50 5.95	29.99 29.99 12.35 3.50 77.35	455 456 457 458 459
1 13 1 13	Snowmobiles Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy Preparing your Child	Dell ublishing Guild V. Lublishi Harver & Row " Straton	378	29.99 29.99 .95 3.50	29.99 29.99 12.35 3.50	455 456 457 458
1 1 13 1 13 13	Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy Preparing your Child for Reading	Dell ublishing Guild V. Lublishi Harver & Row " Straton	378	29.99 29.99 .95 3.50 5.95 4.95	29.99 29.99 12.35 3.50 77.35 64.35	455 456 457 458 459 460
1 13 1 13	Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy Preparing your Child for Reading Valley	Dell ublishing Guild V. ublishing Harver & Row " Admston Holt,Rinshart &	378 .g	29.99 29.99 .95 3.50 5.95 4.95	29.99 29.99 12.35 3.50 77.35	455 456 457 458 459
1 13 1 13 13	Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy Preparing your Child for Reading	Dell ublishing Guild V. Lublishi Harver & Row " Straton	378 .g	29.99 29.99 .95 3.50 5.95 4.95	29.99 29.99 12.35 3.50 77.35 64.35	455 456 457 458 459 460 461
1 13 1 13 13	Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy Preparing your Child for Reading Valley	Dell ublishing Guild V. ublishing Harver & Row " Admston Holt,Rinshart &	378 .g	29.99 29.99 .95 3.50 5.95 4.95	29.99 29.99 12.35 3.50 77.35 64.35	455 456 457 458 459 460
1 13 1 13 13	Surfing What To Do when There's Nothing To Do Turning Kids on and Off I'm C.KYour O.K. Reality Therapy Preparing your Child for Reading Valley	Dell ublishing Guild V. ublishing Harver & Row " Admston Holt,Rinshart &	378	29.99 29.99 .95 3.50 5.95 4.95	29.99 29.99 12.35 3.50 77.35 64.35	455 456 457 458 459 460 461

Tand Totals

EQUIPMENT AND INSTRUCT WHAL WHISHIALS LISTING BY ACTIVITY (phase)

T_ tie I - E .E.A.

School			ase)	•
State Project Number	_	Date		

Quantity	Instructional Materials	The Art Spent Land	Catal	1		Īte
		ive of pubblies			Extension	No
	S: Continued				1	
3. 3c	hoor Librar Hours and all	Li Tary Extension				1.
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4. Te	aching Supplies and All Oth	er Expense: fo: 'n	Girian A			
CLINIC:			3(10)-10			
	Intermediate Resding Meeting Individual	Imco. Inc.	DL 550	359.C	270.00	
י	Meeting Individual				359.00· ··	463
_ _	Neddsin Reading	I.R.A.	445	3.50	3.50	4.64
1	Parents and Reading					404
	Reading Goals for the	11	114	3.00	3.00	465
1	Disadvantaged	11	105			
	Reading Diagnosis and		435	3.75	3.75	466
	Evaluation	<u>.</u>	1.21	2.60		
•	Conducting Indervice		1.21	3.00	3,00	457
- 	Programs in Amading	11	201	1.75	1.75	7.68
l bx.	Type 655-8 xll Paner	Modern Lusiness			1+/3	408
m Une	Type 033-35XII Paper	lachines, Inc.	 	16.25	15.25	1.60
1 bx.	Tyre 507-9-x11 Faper	11				407
	Handbook	National Reading	 	12.70	13.70	470
25 .	Teacher's Orientation				1	
3.0	Tested Jay To Help Your	ÇBN ÇÇ.	 	1.00	25,00	471.
13	Child Learn Ev	Frantice Hall		4.95	. / . 0	
13	Teaching Montessori in the			4-77	64-35	472
<u></u>	Homes	Random House		6 95	9C_35	473
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Grand Totals

Title I - E RE.A.

School	Activity = _nese)
State Project Number	Date

Quantity	Instructional Materials	Go. or supplier	Cataling Wa		Extension	Ite No
MATERIAL 3. Sc	5: (Continued) hoo! Library Rooks and A.1					110
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4, Te	aching Supplier and Alicoth					
CLIMIC:	aching Supplies and Ail Oth		structium.			
	Matter Of Nerve	D.C.Heath	590 97	9 9 ,00	99,00	474
l kit	Time To Think	"	59113	0900	99.00	475
1	Password Game	Game The Learning	7503	2.25	2.25	476
<u>. </u>	Doghouse Game	n	2155	1.50		
<u> </u>	Doghouse Game	n n	2155	1.50 3.50	3.00	477
2				3. 50	3 ₄ 00	477
2 .	Uno	п			3.00 7.00 10.00	477 478 479
2	Uno Cards	11	2192	3.50 5.00 1.50	3.00 7.00 10.00 3.00	478 478 479 480
2	Une Euro Cards It's A Small World Tumble Words Split Words	n n	2192	3.50 5.00 1.50 1.29	3.00 7.00 10.00 3.00	477 478 479 480 481
	Uno Luro Cards It's A Small World Tumble Words Split Words Pract. Vocab. and Expressions Set 1	n n	2192 855	3.50 5.00 1.50 1.29	3.00 2.00 10.00 3.00 2.58 5.00	477 478 479 480 481 482
	Une Luro Cards It's A Small World Tumble Words Split Words Pract. Vocab. and Expressions Set 1 Set 2 Liveryday expressions	n n n n n n n n n n n n n	2192 855 111C41	3.50 5.00 1.50 1.29 3.50 35.00	3.00 2.00 10.00 3.00 2.58 5.00 35.00	477 478 479 480 481 482 483
	Uno Euro Cards It's A Small World Tumble Words Split Words Pract. Vocab. and Expressions Set 1 Set 2	n n n n h hotoarts	2192 855	3.50 5.00 1.50 1.29 3.50 35.00	3.00 2.00 10.00 3.00 2.58 5.00 35.00	477 478 479 480 481 482 483
2	Une Euro Cards It's A Small World Tumble Words Split Words Pract. Vocab. and Expressions Set 1 Set 2 Everyday expressions America Grows Series:	n n n n n n hotoarts wisconsin School Service	2192 855 111C41	3.50 5.00 1.50 1.29 3.50 35.00	3.00 2.00 10.00 3.00 2.58 5.00 35.00	477 478 479 480 481 482 483

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Grand Totals

Title I - E .E.A.

School	ol		Activity	ം≾∝se)		-
State	e Project Number		. Date			
		*				
Quantity	Instructional Materials	Co. or sup	Catalog	17:44 10:47	Extension	Īt.
MATERIALS	G: (Continued)			,		
J. JC	nool Library Books and All	Limiary Esta	The second section of the second section is a second section of the second section of the second section is a second section of the second section sec			
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4. Tea	ching Supplies and Al! Ot	ner Fynenser f	//)			+
CLINIC:	America Grows Series:	disconsin S	chool			+
1	America Grows Series	5 rvice		30.0	30.00	486
	Program 6-5	lt t		40.00	40,00	487
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			Suc-Totals		70.00	
			0,00100018	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	70.00 ·	1
			Grand Totals			
		60			Materials	+

Materials

EQUIPMENT AND INSTRUCT UNAL CATERIALS LISTING BY ACTIVITY (phase)

T tle I - E .E.A.

*School_	
State Project Number	Date

	· .		loves.	-	****	
Quantity	Instructional Materials	Co. or Supplier	Catalog No	# (#)	Extension	ite No
MATERIAL	S: (Continued)			-		+
3. Sc	shool Library Books and A.	Olif arv Symensis				
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			+			
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<u>4, Te</u>	aching Supplies and All Oth	ner Expenses for in	stavat.ua	<u>,</u>		
FORT H	QWARD SCHOOL: ACCT. 4290					 -
	Jr. Grab	Dorothea Alcock		1.5C	7.50	488
<u> </u>	SAG. Grab	Same		1.50°	2 70	
,				1.20	1.50	4.29
	Advanced Grab	Same		1.50	1.50	149C.
l kit	Duso D-IR	American Cuic.				.
	Jim Forest and the	Field Educational	<u> </u>	85.0C	£5.00	1761
2 .	Phantom Crater	ublication. Inc.	00306	2.25	4.5C	492
2	Jim Porest and the					496
· ,	Plane Grash	Same Frontier Book	00.308	2.25	4.50	493
1	Rhythm Time #2	Distributors	(24	5.99	5.00	FO.
7 0			- 554	7.77	5.99	494
1 5x.	Primary Reading Series Handbook For	Same	475	16.95	16.95	495
1	Perceptional Development	1.333 000 0 1000				
	Teasers	Scholastic Book	 	<u>5.95</u>	5.95	496
1	Arrow Book of Brain	Services	2517	. 5C	.50	1.07
1 .	n nos comments				1	497
	" "of Crosswood uzzles	Same	<u>8005</u>	• 5C	.5C	498
_1	n n of recject Fun	Same	9007	.50	-	1,00
			<u> </u>	• 7 L	.50	499
•		•			128.89	
			otals.			4
. •					(This Sheet)	
O"		inano	Totals	•		1

Materials

EQUIPMENT AND INSTRUCT CHAL CATERIALS LISTING BY ACTIVITY (phase)

T tle I - E .E.A.

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School		
Carota D	Activity _nise)	
State Project Number	Date	
	2016	

Quantity	Instructional Material	s Our or Supplier	Catale.		Extension	
MATERIAL 3. Sc	5: (Continued) hool Library Books and R.	i in the part of the			1 2 2 2 2 3 1	N.
			manus vanna vanna van ja vasta sa			
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4. Tea	ching Supplies and Al: Ot: RD 3CHCOL: Project	ner Expenses for n	stroi:			
1	Arrow Eock of Tricks and	scholastic Book Dervices	٥١ (٥	50		
1	" of Word Cames	Same	Ř((C	50	<u>-5</u> C	-\$CC_
1	Girls Project Fook for Boys &	Same	EST;	2.5	- 50	501
1	Fearuts Cook Book	Same	4407		35	- 5C2
1 /	Arrow Book of Funny Poems	Bame .	216	-40	<u>.6C</u>	F(3
. 1	Just Surrose	Pame		-50	. <u>50</u>	EC4
<u>.</u>	Very Special House	∂ sme	. 8044		.4 <u>C</u>	5(5
	Borr (Domestin		4510	.75	.75	506
1	SONGO : I I I I I I I I I I I I I I I I I I	ame	2751	.5C	.50	507
ì	ho Tools The T	Jame	677.5	.4(.60	508
1	ird In the Hat	ione .	SUFC	.75	.75	509
	10.35	Same	2.572	60	.50	5 <u>1</u> C
	2 1/2 1 C	Stare	44(0	.5C	. 50	511
		a conTo	+= 1		6.75	
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Title I - E .E.A.

School	Activity Jackse)	
State Project Number	Date	

Quantity	Instructional Materials	Ote or Sumplier	Catalon		: Extension	Item No.
MATERIAL	S: (Continued)					
	hoo: Library Books and All	Library Ext. 6	•			
	40					
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·						-
						-
·			<u> </u>			
						
4. Te	aching Supplies and Al! Otr	per Eypense: ic. c	et rivers			+
FORT HOW	ARD SCHOOL:	Scholastic Fook	Struct.	i		
1	Kenny's AFFFA Monkey	Services	8062	5C	.50	512
1	Look Out Mrs Doodlepunk	Same	105	5C	.50	513
	The Lucky Cookbook for					1
<u> </u>	Boys and Girls	Same	<u>9781</u>	.5C		514
<u> </u>	Lucky Book of Middles	Same	205	.35	.35	5] 5
]	The Magic Fish	Same	8C69 .	. 5C	.50	516
1	Magic Secrets	Same	25/0	.4c	,60	517
1	Mr. Rab it and the Lovely Present	Same	1			
			2023	.75	.75	51.8
1	My Box and String	Samo	100	• 5C	.50	<u>519</u>
1	Not Ris Baar	S∘ms ,	7.556	.60	. · C	520
1	Out and In	Sime	4457	. 5C	.5C	52]
1	Silly Sam	Sane:	9757	,5C	.60	522
1	Spooky Tricks	Same	2758	.5C	.50	523
		:	Totals		6 .50	
		art of scott	1960.5		(This Sheet)	+
	;	Tan	o Trais			
RIC		72			Materials	•

EQUIPMENT AND INSTRUCT WHAT WITERIALS MISTING BY ACTIVITY (phase)

T -le I - E .E.A

School		ಶನಿಧ se)	
State Project Number	 Date_		

<u>Quantity</u>	Instructional Materials	Co. or supplier	Ĉat a }%o Jo	5 V 1	Extension	īte No
	LS: (Continued)					1
3. S	chool Library Books and All	Lineary Purson, or				
			1			
				**************************************	***************************************	
						+
,						+
						
			!			
		1.				
4. Te	eaching Supplies and Al: Oth	ner Expenses for inc	Strootto			
FCRT HO	WARD: For	Scholastic Book				+
	That's what Friends are	Services	3422	75	-75	524
1	The Witch Next Door	Same	34.2	- 5C	50	525
1	The Witches Christmas	Same	9215	50	50	525
1	Zany Zoo	Same	2430	450	- 50	
1	A Was Once An Apple Fie	Same			,	527
1	Henny lenny		8712	-75	75	528
		Same	8732	75	.75	529
	I Know An Old Lady	Same	2947 *	40	50	530
1 .	Old Charlie	Seme	1314	.6(60	531
1	Three Dollar Mule	Same	0.504	. 60		
1	Charlie The Train	Simo				532
1			2754	. <u>. 40</u>	40	£3,3
	350 Ideas For Teachers Educational Games	The Learning Shop	5((J8	2.95	2.95	534
1.	and Activities	Same	F1121	3.50	3.50	525
		•		,	12.70	
			otale		This Sneet)	1
		· .	· ·		ANTO DIEEL	1
	•	. 1903	7.13.3	į		1 .

BY ACTIVITY (phase)

T tle I - E .E.A.

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Stat	e Project Number		ate			
Quantity.	Instruccional Macerials	Co. or supplier	Caitaling Vo			Ite
MATERIALS	S: Continued				Extension	No.
<u>3. 3ct</u>	nool Librar / Books and A.1	Listary Takes				j
			1			
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		T			.4.	
		,				
4. Tea	ching Supplies and Al: Oth	er Expenses for ins	struct	; ;		
1	Spill and Spell	The Learning Show		3.95	2.07	-
1	ABC Came	Came				536
_1	Alpha et Bingo	Same	2162	1.10		537
1	Perception Tack Cards			3.95	3.95	£^0
7	· ·	Same	7915	13.00	13.0C	539
	Tray Ouzzles Thorics	3ame -	3700	9,50	9.50	540
	Tray Juszles Grammar	Same	271C	9.50	9.50	541
-	Silly Sounds	Same	24C1	4.cc	5.CC	542
1	Sea of Volude	Same	24(2	6.75	6.75	
1	Ме	Same	363	2.99		543
1	Where Is Home	Same	,	5	2.99	544_
1	Tellin Tails	Same	364	2.99	2.99	545
1	Chrough The Day		365	5,99	2.99	546
	THE Day	Same	366	3.99	3.79	547
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FORT HOU	WARD: Things To Do	The Learning Shop		3.99	3.99	548
1	How Does It Feel	Came	368	3.99	3.99	549
1	Karting	Same	271	2.30	2.60	550
1	Mortorcycles	Same	274	2.40	2.6C	<u> </u>
ì	Drag Racing	Same	275	2.40	2.60	552
1	Horses	Same	373	2.60	2.60	553
1	Dune Buggie	Same	363	2.60	2:60	554
1.	Mini Bikes	Sames	594	5.6C	2.40	EF
1	Snowmoriles	. Same	5 9 C	2.6C	2.30	556
l kit	Devaloping Learning Readiness	Webster McGraw		148.00	168.00	557
1	Fur and Fitness	Frontier Book .	135	5.99	5.90	5.58
1	hope Jumning and Ball Handling	Same	137	5.99	5.57	559
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ati howa	HD: Basic Motor & Ball Skill		1			+
J	Rhythm Time #1	Frontier Book	305	5-99	5,99	550
	Bill Martin Instant Reader	Same Holt, Ringhart	C23	5.99	5.99	561
	Level II	and Minston		103.60	103.6C	562
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4. Te	aching Supplies and All oth	ner Expense: 'G' ins				
1	Jr. Grab	Dorothes Alcock	20000.00			+
1	Sr. Grab	Same		1.50	1.50	563
1	Advanced Grab	Same		1.50	1.50	564
1	Level I Peahody Language Kit	American Guidance	2.033	1.50	1.50	565
1	Body Concot Ditto Mester		C-311	57.00	57.00	566
1 .	Parquitry Design Blocks	Came		4.95	4.95	567
1	Pick-Pairs Card Gme	35 me	8439	3.00	3.00	55P
1	Perception Task Cards		7556	3.00	3.00	569
1	Cross the Brook	Same	7075	13.00	1300	570
	Tray Fuzzle	Same	7619	12.00	12.00	571
	Color & Chape Sinco	î e me	3700	9.50	9,50	572
		Same	T-101	3.95	3.95	573
	Alphabet Bingo	eme	1-1/03	3.95	3.95	574
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4. Tea	aching Supplies and Al. Oth	er Expenses (b) ins	Struction	;		
HOWE:	Alphabet Chart Fun	The Learning Shop	1-105	3.00	3.00	575
1.	Shares Lotto	Same	599	16.50	16.50	576
1	Build A Story	Same	781°	3.00	3.00	5.77
1	and Inds Things To Make From Cdds	Zame		1.30	1.30	578
,	Batik	Same		1.30	1.30	579
1	Working With Metal Poils	Samo		1.30	1.30	580
1	Fruit & Vegetables Pirores	Same .		1.3¢	1.30	581
1	Hand Printed Fabrics	Same		1.30	1.30	582
1 .	Home Made Inamel Jew lry	Same		1.30	1.30	503
1	Painted Bottles & Glasses	Same		1.30	1.30	584
1	Kids Magazine	Kids Micazine		5.0C	4.00	585
1	Becoming A Learner	Chas Merril	10435	0.05	0.95	506
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EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)-

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Sta	te Project Number	·	ate		town differences	
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Quantity	Instructional Materials	70- or semplie:	Catalog	0-4-	Extension	Ī
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4, Te	eaching Supplies and All Ut:	<u>mer Expenses to: .n</u>	strult	:		
HOWL:	Father Puppet	Valley School Supply	312-519		7.50	
1	Mother "	Same			2.50	50'
ו			312-527		2.5C	588
1		Same	312-535	2.5C	2.50	58
	Girl "	Came	312-543	2.5C	2.50	- 590
1	Farmer "	Same	317-550	2.50	2.50	50
1	Horse "	Same	112-618	1.5(1.50	502
1	Bunny "	Some	312-434	1.50		
ו	Dragor "				1.50	593
		Same	312-453	1.5C	1.50	594
1	Tiger "	Same.	375-401	1.50	1.50	505
1	Goat "	Grige T	317-700	1.50	1.50	504
1	Pig "	Same	33.2-73.7	1.50	1.50	£0,7
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1	Lion "	13 mme	100 - C. D. C.	7 50	1 50	1 ~ ~ ~
1	Lion "	2°me	217-725	1.50	1.5C	595
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1	Fireman Puppet	Surplies	317-568	2.50	2.50	599
1	Policeman "	Same	312-576	2.50	2.50	100
1	Postman "	Same				6CU.
1	Mouse "		312-504	2.51	2.50	401
		Same	312-400	1.50	1,50	4C2
1	Dog "	9me 5	312-575	1.50	1.50	603
1	Rooster "	Jame	312-733	1.50	1.50	604
1	Bear "	Same	312-741	1.50	1,50	605
1	Monkev "	Sane	3]?-758			
1	Twister				1.5C	606
		lame	4645	5.CO	6.CC	6(7
1	Peg Board 1("x 1("	Same	3686	1.5C	1.50	608
1	Wooden ers	Some	3605	4.50	4.50	609
1	Landscape Feg Set	Came	245	4. ^	4.00	610
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2 set s			SENC3-C8	20 a 144		512
SELS	Level II Cassette Tapes to	Same	4379-8	22.95	45.9C	612
	Level II	Same		36.14	36.14	134
2 sets	level III	Same	SENC3-84			1
	Cassette Tapes to	Danie	150-1	22.95	45.90	515
	Level III	3eme		36.14	34.14	616
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JEFFERS 1	ON: ACCT. 4290	. [	truction		1.50	
JEFFERS	ON: ACCT. 4290  Jr. Grab  Sr. Grab  Advanced Grab	L Porothea Alcock	truction	1.50	1.50	518
JEFFERS  1  1	ON: ACCT. 4290  Jr. Grab  Sr. Grab	Dorothea Alcock	truction	1.50 1.50	1.50 1.50	618
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JEFFERS  1  1  1  1  1  1	ON: ACCT. 4290  Jr. Grab  Sr. Grab  Advanced Grab  Fitness  Music for Fhysical  Fun and Fitness  Rope Jumping and Ball  Handling  Basic Motor and Ball  Skills  Reading Games That Teach  Book V  Book II  Reading Comprehension	Dorothea Alcock Same Same Bowmar Same Same Same Same Same	135 136 137	1.50 1.50 1.50 599 5.99 5.99 1.95	1.50 1.50 5.99 5.99 5.99 5.99	618 619 620 621 622 623 624

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<u>]</u>	Word Games Reading Jab. I	S.R.A. Valley School	3-1700	106.95	106.95	529	
<u> 1</u>	Bunny	Supplies	316-634	1.50	1.50	630	
1	Horse	Same	312-618	1.50	1.50	631	
1	Dragon	Same	312-483	1.5C	1.50	632	
1	Tiger	Same	312-491	]_5C	1.50	633	
1	Goats	Same	312-709	1,50	1.5C	634	
1	Pig	Same	312-717	1,50	1.50	635	
1	Lion	Same	312-725	1.5C	1.50	636	
1	Policeman	Same	312-576	2.50	2,50	637	
1	Fireman	Same	312-558	2.50	2,50	538	
1	Fostman	Same	312-584	2.50	2.50	639	
1	Mouse	Same	312-400	1.50	1.50	640	
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JEFFERSO	η:	Valley School			<u> </u>			
·	Dog	Supplies	312-675	1.50	1.50	641		
·	Father	Same	312-519	2.50	2.50	542		
	Mother	Same	312-527	2.50	2.50	643		
1	Воу	Same	312-535	2,5C	2.5C	544		
	Girl	Same	312-543	2.50	2.50	64.5		
]	Farmer	Same	312-550	2.50	2.50	646		
]	Word Family Fun	Same .	2193	3.75	3.75	647		
1	Tell Time Quizmo	Same	9375	3.75	3.75	648		
<u>.</u>	Dial 'n Spell	Same	4223	3.75	3.75	7		
1	Educational Password	Same	7503			649		
}	Phonic Rummy	Same		3.75	3.75	65C		
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Materials

### EQUIPMENT AND INSTRUCT UNAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E - E.A.

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_1	Alpha et Bingo	Same	2-10	3.05	3.05	453
1	Color Tingo		T-1C1	3.05	<u>3.95</u>	654
1	Initial Corsonart Bingo	Some	T-10L	3.00	3.05	455
	Developing Understanding Of Self and Others	American Paidance Bervices, Inc.	G <b>-</b> ,740	. 65.11	e2.00	£ 56
_1	The Zoo and the Circus Book	- Bawman	-Jo	3.00	3.05	657
1	The Zoo and the Circus Record	îsm€	421	490	4.99	(10
	Winter Tays Book	Same	(10	3.00	3.95	4.50
1	Winter Day Record	Same	457	4. oc	<b>6.99</b>	56C
1	Spring Searet Book	lame	-] t	3.05	3.95	4,4.]
1	Spring Secret Lecord	² · me	427	5.0c	4.99	562
.]	Farm Book A Summer Day (n the	Cana	116	3:.05	3.95	6/63
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KELLER:	aching Supplies and All Oth Farm Record	ner Expenses for ins	struction	<u>;                                    </u>		·
-	A Summer Day Cn The	- Bowmar	528	6.09	6.99	664
1	Autumn Book	Same	622	3.95	3.95	665
	Autumn Record Book	Same	534	5.99	6.99	666
1	Camping in the Mountains Record	Same	618	3.95	3.95	667
1	Camping in the Mountains	Same	<u> 530 </u>	5.99	.6.99	668
l bx	Large Parquetry Designs	Developmental Learning Naterials	P 114	3.75	3.75	669
2 bx.	Large Parouetry	Same	W 113	3.00	6.00	670
l set Taj	king Bookshelf	Iducational Reading Service		13.25	13.25	671
1	Move-Grow-Learn Frostic	Pollet Education	353C	9.96	9.96	472
1	Teacher's Guide Frostig Helping Your Child with	Same	3:46	3.54	3.54	673
1	Residing Helping Your Child with	Cannand		•25	.25	471,
1	Spelling Spelling	Dame		.25	.05	675
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	Readiness For Leading Perception Task Cards	Carrord		75	75	6.7	
Jan		The Learning Shop	7015	13.00	13.00	67	
l kit	Game A. Spelling : Learning	lvons & Jarnahan	ļ 	28.50	28.50	67	
l kit	В " "	Same	ļ	28.50	28.50 ·	<u>.</u> _£7	
	Becoming a Learner	Chas, Werr'll	4435	2.95	9,95	4,0	
1	Judy Cook Book for Boys and Girls	Scholastic	£7£1	.45	.45	1,8	
2	Lucky Sew It yourself Book	Same	107	.45	.90	58	
1	Puppet Party	Same	6588	.6C	.60	68	
1 ,	The Witches Christmas How To Create Codes and	Same	92] 4	24C	.4C	~  68/	
<u> </u>	Send Secret Messages	Same	2604	.45	.45	58	
	The Laugh Book	Same	652C	.66	.66	۲,۶,	
	Favorite Phymes	Came	44(2	1.70	1.70	'.p'	
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Materials

### EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

#### Title I - E .E.A;

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KELLER:	Book and Record Comb.	Scholastic	13-10	2.17	8,17	688
1	Bunny	Valley School Symmlies	316-634	1.5C	1.50	580
1 '	Horse	Same	312-418	1.50	1.50	690
1	Dragon	Same	317-483	1.50	1,50	491
1	Tigers	Same	312-401	1.50	1.50	692
1	Goats	Same	312-709	1.5C	1.50	503
1	Pag	Same	312-719	1.50	1.50	4.0/4
1	Father	Same	312-519	2,50	2.50	695
1	Mother	Same	312-527	2.50	2.5C	596
1	Boy	Same	312-535	2.50	2.50	597
1	Girl	Same	312-543	2.5C	2.50	69.8
1	Farmer	Same	312-550	2.50	2.50	699
			Totals		29.67	

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Title I - E E.A.

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KELLER:	World Family Fun	Valley School				T
	MODELO FEMILIE FUN	Susplies	2193	3-75	3.75	700
1	Tell Time Quizmo	Same	9375	3.75	3.75	701
.1	Dial 'N Spell	Same	4223	2.25	2.25	702
_1	Educational Bassword Game	Same	75(3	2.25	2.25	7(3
1	Phonic Eummy	Same	2156A	1.50	1.50	704
•					1.00	1754
	Phonic Runny	Same	21568	1.50	1.50	70:5
1	Dog House Game	Came	2155	1.50	1.50	_[706
1	Word Elends	Came	1201	ع.ق.	.85	700
	Readine	38	1:01			707
l kit	Developing Learning	Webster McGraw Polt, Firehart &	SBY(3-0)	168.00	148.00	7( 8
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l set	Level II	Same	SBN(3-(8)	22.95	22.95	710
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	Music Physical Fitness	Вомшал	135	5,99	5,90	71
	Fun and Fitness	Same	135	5.99	5.00	724
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### EQUIPMENT A: INST: TION-: MATERIALE LISTING BY ACTILITY (phase)

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LINCOLN:	ACCT. 4290					
1	Jr. Grab	Dorothea Alcock	*****	5C مـــــــ	<u>1.50</u>	715
1	Sr. Grab	Same		5C	<u>l.50</u>	716
J	Advanced Grab	Same		_1.5C_	150	717_
1 kit	DUSO D-1C	American Suidance Sevice, Inc.	_C=281	95.CC	85,00	718
l kit	Level l Peabody Language					T
		Same	C-311	57 <b>.</b> CC	57.CC	719
1 set	Letters	F.T.A. Educ, Media		4.98	4.98	720
1 set	Numbers	Same		4.98	4.98	721
1	Ditto-Shapes Up & Down	Same		4.98	4.98	722
1	What Is, A Birthday Dhild	Same		3.24	3.24	723
1	Do You Know what	Same		3.74	3.24	724
1	Father Is Big	Same		3.24	3.24	725
lbx.	Lg. Parquetry Designs	Levelopment Learning Natherials	P114	3.75	3.75	726
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Frostig-Move Grow Learn	Follett	(53C	9.96	9.96	72
Frostig-Teacher's Guide	Same '	3 566	3,54	3.54	73
Reading	Garrard		.25	.25	73
Helping Your Child with Spelling	Same		.25	.25	73
Reading For Reading	Same		.75		73
	Holt, Fienhart & Winston	9BN C3- C72H6C	84.96		73
Body Concept Ditto Masters	The Learning Shop		4.95	:	73
Color & Shape Bingo	Same	T-161	3.95		73
Alphabet Bingo	Same	T-103			731
Alphabet Chart Fun	?∻me	T-105	3.00		73
Build A Story		7515	3.00		73
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	Ig.Farcuetry  Frostig-Move Grow Learn  Frostig-Teacher's Guide  Helping Your Child with Reading  Helping Your Child with Spelling  Reading For Reading  Young Owl Books  Body Concept Ditto	Ig.Farcuetry  Learning Mtls.  Frostig-Move Grow Learn  Follett  Frostig-Teacher's Guide  Helping Your Child with Reading Helping Your Child with Spelling  Reading For Reading  Reading For Reading  Follett  Same  Helping Your Child with Same  Reading For Reading  Follett  Same  Holt, Fienhart & Winston  Masters  The Learning Shop  Color & Shape Bingo  Same  Alphabet Chart Fun  Same  Puild A Story	Ig.Farcuetry Learning Mtls. W113  Frostig-Move Grow Learn Follett (53C)  Frostig-Teacher's Guide Same 3566  Helping Your Child with Reading Garrard  Helping Your Child with Spelling Same  Reading For Reading Same  Holt, Fienhart & SBN 03-Winston 72H6C  Body Concept Ditto Masters The Isarning Shop  Color & Shape Bingo Same T-101  Alphabet Bingo Same T-103  Alphabet Chart Fun Same T-105	Lg.Farquetry Learning Mtls. W113 2.00  Frostig-Move Grow Learn Follett (52C 9.96  Frostig-Teacher's Guide Same 2566 3.54  Helping Your Child with Reading Garrard .25  Helping Your Child with Same .25  Reading For Reading Same .25  Reading For Reading Same .75  Young Owl Books Winston 72H6C 84.96  Body Concept Ditto Masters The Learning Shop 4.95  Color & Shape Bingo Same T-101 3.95  Alphabet Chart Fun Same T-105 3.00  Puild A Story 7818 3.00	Developmental   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   6.00   Carring Mtls.   Wall   2.00   Carring Mtls.   Wall   2.00   Carring Mtls.   Wall   Carring Mtls.   Wall   Carring Mtls.   Wall   Carring Mtls.   Wall   Carring Mtls.   Carring Mtls.   Wall   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mtls.   Carring Mt

### EQUIPMENT AND NOTE TONEL METERIALS LISTING BY ACTIVITY (phase)

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LINCOLN.		The Learning Shop				
1	Batik	Same	90	14.50	16.50	740
1	Things To Make From Cdds and Ends			3c	1_30	741
1		Some			1,30	74 2.
<del>************</del>	Working With Matal Foils Figures			1,30	1.3C	743
<del>4 </del>	Fruit and Vegetables	Same .		<u> 1.30 </u>	1.30	744.
<u> </u>	Hand Painted Fabrics	Same		1.3C	1,30	745.
<u>1</u>	Homemade Anamel Jawelry	Same		1.3C	1.30	745.
1	Painted Bottles & Glasses	Same		1,30	1.30	747
1	Carving Wooden Animals	Same		1.30	1.30	74 F
1	Guide to Clay Modeling	Same		1.30	1.30	749
1	Strings & Rafice Figures	Same		1.30	1.30	7 <u>50</u> _
		Same		1 20	1 20	_ 7 <u>5a</u> _
1	· Basket Weaving	Jan.e		1,30	1.30	<u>_ (                                   </u>
1	· Ba <b>s</b> ket Weaving	Jane Jac-T		100	3C.80	- '

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LINCCLN:	Bead Necklaces	The Learning Shop		1.30	1,30	752
<u>.                                    </u>	Cane and Faffed	3ame		1.3C	1.30	753
1	Christmas Chibs	Same		1.3C	1.30	754
1	Coconut Craft	^Same	·	1,3C	1.30	755
<b>1</b> ==	Flowers and Grasses	Same		1,30	1.30	756
1	Easter Eggs	Some		1.30	1.3C	757
1	Mobiles	Same		1.30	1,30	
1	Painting With Lacover	⁷ sme				758
1	Paper Pasts and Scissors	Same		1.3C	1.30	759
1	Pipe Cleaners Figures	Same	<del></del>	1.30	1.30	750
1	Puppets	ਹਰਗ <i>ਾ</i> ਹੋਰਜਵ	*	1.3C	1.30	761
1	Ras Dolls			1.3C	1.30	762
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### EQUIPMENT AND ENGTH OF TONAL MATERIALS DISTING BY ACTIVITY (phase)

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Stat	e Project Number							
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uantity	Instructional Macoria	C UUL; 119;	Catalon Is		Extension	i		
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4 Te	acting Supplies and Al. ct	Der Expenses für in	stru.t			1		
INCCLN: 1	Straw Stars	The Learning Shop		1.3C	1.30	761		
-1	Christmas Tinfoil Decorations for	Same.		1.30	1-30	75		
<u> </u>	Working With Leather	E-me		1.30	1. ² C	756		
l kit	Decorations from Dried	Seme		1.30	1.3C	7 <u>66</u>		
l kit l kit	A Spelling Learning Game	icons & Carreban Same		25.50 25.50	28,50 28,50	767 768		
1	Becoming a Learner Lucky Cook Book for Boys	Chas. Merrill	6435	n.95	9.05	7.6		
1	and Girls Lucky Sew It Yourself	Beholastic	5751	.45	.45	779		
1	Book Pook	Same	107	.45	.45	771		
1	Fuppett Party	pame	იახა	.6c	<b>.</b> 60	7'72		
<u>]</u>	The Witch's Christmas	Same	-7216	.40	40	773		
_	Adventures of Spicers	Vame	3434	160	.6c	774		
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1 Hat  1 Het  1 Het	os For Sale	3cholastic	1605	45.	45	775
1 Hay	ces and Places	Same	- <u>1.7</u> C8	45.	45	776
1 He	ch Cut, Poor Cat	Same	730]	1.48	1.48	777
It	poiness Is A Warm Puppy	Same		-4c	<u>,6c</u>	778
	di Was A Short Summer	Same	8541	.6C	60	779
	Charlie Erown	Same	9244	<u>.40</u>	-6C	78C
The	Ghost Cat Forgotter World of	Same	9239	-45	.45	7 <u>81</u>
_1	DLCC	Same	9173	.45	<b>,</b> 45	782
Enc	Puggin yclopedia Brown	Same	1339	-45	.45	783
1	Finds. Clues	Same	387	.40	.40	784
	lbs of Popcorn	Same	142	.40	<b>,4</b> 0	<u> 785</u>
1 Jan	itor Girl	Same	146	.45	<u>.</u> 45	7 <u>86</u>
		35 <b>0</b> -	Tota	\$ P	6.78	
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4 Tea	acking Supplies and 1. Or	.ner byproses for ins	trustic	· · · · · · · · · · · · · · · · · · ·		
1	Black For the Basket	Scholastic	_151	4C	-4C	787
1	Fiddles Arrow Book of Jokes and	Same	86(6	.40		
1	Barrel of Chuckles	Same				788
4		:	6.JČ	.40	40	789
1	Barrel of Fun	Same	<u> FC11</u>	.40	4C	790
1	Barrel of Laughs	Same	. 6CT5	.40	.4C	791
1	Ghostly Fun	Same	4448	.45	-45 (	792
1	How To Care For Your Monster	Same	9177		,	T
1				.45	•45	793
	Pick A Peck of Puzzles	Same	44 <i>°</i> 8	<u>.45</u>	-45	794
1	School Paze	Scholastic	er 94	.4Ċ	•40	795
1	Summer Dage	Same	91C2	.40	•4C	796
1	How Big Is Rig	Same	31.74	.45		<del>                                     </del>
1	Collage & Construction				<u>.45</u>	797
	TH Grade TH	Same	4440	•75	.75	798
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# EQUIPMENT AND INST. . IONAL MATERIALS LISTING BY ACTIVITY (phase)

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LINCOLN	Curious George Rides	.er Expenses (o:	instructio			
1	A Bike	3chclastic	4/4/ 2			-
1 .	Curious George Takes A Job	Same		1-42	1./18	79
1	The Emperor's New Clothe		4426_	148	1.48	- 800
1	Favorite Rhymes	:	73:1	1-48	1.48	801
1		Same	44(2	1.7C	1.70	
	The Five Chinese Brothers How To Create Codes and	Same	2407	a45	45	803
1	Send Secret Messages	Same (	2406	245	45	-
1	The Laugh Book	Same	925C			804
L	Plenty of Riddles	Same		.66	66	805
	Head Head		5C1	-40	4C	805
		Same	9218	-40	.4C	807
		Same	4478	.40	4C	808
	One, Two, Three, Going to Sea	Same	2605	40		
	There Was A Wise Crow	Same	9209		4C	809
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		unite.	Tota		9.9C	

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1	Just A Box		,	-4C_	4C	<u>-617</u>
		Dame	97.65	-5C	5C	<u>812</u>
1	Lucky Book Of Riddles	Rema	Jacs	ALC.	40 -	613
1	All Kinds of Stones	Same	15370	4.5	24.5	P14
1	Bears	    Some	1 1 5/. 4	/.C_		
1	The Chicken Book	Pamp				-F15
1		in the	9287	<u>•57</u>	57	-P16.
	The Hungry Thing	Same	27.70	57	57	917
1	Just Suppose	Same	2966	4.5	4.5	ejp
l set	Letter Recognition strip	Teaching Pescurce		2.50	£.50	£19
1	Bunny Puppet	Valley School	1237 (2)			
1	Horse		314-434	1.50	1.50	₽2 <b>0</b>
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	Dragon Tiger	Same	312-403	1.50	1.5C	E22_
		Same	312-491	1.5C	1.50	P23
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1	Lion	Same	312-717		1.5C	<u> 825</u> .
1	Policeman	Same	1212-576	1.5(	1.50	226
1	Fireman	Same	212-548	2.50 2.50	2.50	F27
1	Postman	Same	312-584	2.5C	2.50	<u> 728</u>
1	Mouse	Same	1312-400	1.5C	2.5C	22G
1	Dog	Same	217-475	1.5C	1.50	255
1	Word Family Fun	Same	10103	3.75	1.50 3.7°	43]
1	Tell Time Quizno	Same	2375	3.75		930 933
1	Dial 'N Spell	Same	4223	2.25	3.75 2.25	
1	Game Educational Password -	Same	7503	2.25	2.25	23/4 23.5
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1	Father Puppet		Same	312-519	2,50	2.50	þ.
1	Mother		Same	312-527	2,50	2,50	Ç.
1	Воу		Same	312-535	2,50	2,50	P
1	Girl		Same	312-543	2.50	2.50	84
1	7armer	9	Same	312-550	2.50	2.50	PL
1	Phonic Rummy		Same .	2156B	1.50	1.5C	84
1	Dog House Game		Same	2155	1.50	1.50	194
1	Word Elends		Same -	1201	.85	.85	94
	Blank Cassette	Tapes	Same	60 <b>1</b> -78	.98	5,88	24
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4	Cotton in My Sack	Same		.65	2.60	ø 54
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1	Monster How To Care For Your	Same	£177	-6C		pi
1	Pick A Peck of Puzzles	Same	777.88	60	6C	86
1	School Daze	Same	8Co7	.5C	A 50	ο. 
1	Summer Daze	Same	P1C2	.5C	-50	26
1	Alphabet Express	Valley School Supplies	770	2.95	2,95	PKI
1	Assortment Perma-Sta Storage Pack	Same	f1CPS	18.50		86
1	Fit-A-Shape	Same	2107	h, cc		94.6
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1	Consonant Lotto	Same Same		1.98	1.98	P72
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1 set	People Old Tales for Young	Scott Educ. Div.	JHIPOCF	34.00		R75
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1	Halloween Tiles	Bowmar	CI 2(33	5.99	5.99	88C
1	Color Concert	Same	C1-1°C49	5.09	5.99	PPI
1	Seasons	David C. Cook	(4999	2.75	2.75	883
1	**Pegroard Designs Front view	Smae	150	12.50	12.50	893
l each	Body ConceptReam & Side	Developmental Learning Mtls.	1 <i>5</i> 4 1 <i>6</i> 7	3.CC 3.CC	3.00 3.00	884
1	Puzzle Games Book I	Fond Du lac School Supply	ST.106	3.50	3.5C	225
1	Puzzle Games Book II Grade 1	Same	SF1C7	3.50	3.50	886
1	Art Activities for Readir	gSame	30(43	4.95	4.95	887
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	Scrabble for Juniors	Learning Rescurce		4.25	4.25	29]
1	Wild life	Same	3-MSS#	7.25	7.25	B92
1	Litterbug	Same	್ರ-16 ೦೦	5.CO	5.CC	-93
1	Theatre Childrens Class Cverhead	The learning Tree		84.50	1 1 1 1 1 1	
1	Book A Phonics Crossword uzzle		A9((1=	60		294
1	Teacher's Edition Bk.A		A9C(1- 3((-6		6C	P05
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1	Teacher's Edition Fook B	Same	CCC Z A 9 0 0 2 =	.72	.72	297
1	First Rolling Reader		300-1 32850-	1.08	1.C8	908
1		Scott Foresman	63 (2°51=	3.75	3.75	099
	Second Rolling Reader	Same	63 (2524=	3.75	3.75	900
	Starter Book	Same	68 (2525=	.93	• 93	901
1	Teacher's Edition	Same	48	. 93	•93	aC5
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1	Teacher's Guide	Same	: 25/11- 59	93	93	904_
l set	Eight Mystery Stories	Same	(1848-1 71	93	. 93	905
1 :::	Teacher's Edition	Same	(1849 <b>-</b> 71	93	93	906
1	The Caterpillars Journey	S.V.L.	651 <u>-3</u> (	5,50	5,50	907
1	My Family & I	Same	IN-10	11.50	11,50	908
1	Dubnoff School Program! Levels 1,2,3	Teaching Pessince	20-100	25.GC	35.CO	909
1	Early Childhood Enrich- mnt Series	Wisconsin Tchool Services	79(°)	42.00	42 <b>,</b> C0	910_
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1	Category Cards	aro	231	2.00	2.00	91/
1	Bean Bags	leng	229	3.00	3,00	0]5
l set	ETA Question & Answer card Grouping Cards	A. Paierer & Co.	21,90	3.65	3.65	9]6
1	ETE Word Sonservation Grade	cre   ond ou Lac	2074	3.75	3.75	017
1	My Red Puzzle BookLst. Son.	School Supply		.68	.68	91 <u>8</u>
1	My Blue Zuzzle Book 2nd.Se. Gr. 2 lst sem.	n. Same		.6P	.68	919
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1	Crosswood Puzzle Grade 2	Same	:	3.50	3,50	921
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1	Visual Readiness Skills	£ amo	,	3,50	3.50	923
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1	Kdg. Level 3 Seeing Likeness & Diff.	Same		3.50		921
_1	Level 1 Visual Motor Skills	Same			3.50	925
1 ·	Phonic Rummy	Same	02.5(1	3.50	3.50	926_
)	Thoric Filmmy		23 56A	1.5C	1,50	927_
1	Space Flight	Same	<u> 21 5 B</u>	1.5C	1.50	928
1		Col Ster, Inc.	24(3	4.CC	4,00	929
<u>.</u>	Fercertion Task Cards	² ame	70] =	13.00	13.00	930
	Around the Clock Solitare	Same	154	1.25	1.25	osl
1	Guess Whose Feet	The Learning Tree	YT&C	2.25	2.25	932
1	Guess Mose lars	i a me	VISI	2.25	2.25	033
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1	Holidays-Flannel Foard	Same	21416	1.25	2.25	035
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F.D.R.:	Poems and Seatwork	MacMillar Co.	0 5 633	2,50	2,50	936
1	You Tell Me Books	Same	27278	16.50	16.50	027
1	Skills Vol. 1 Perceptual & Orcarization	Same	95811	4.95	4.95	938
1	Left-right Motor-Eye-Hand Coordination	h Milliker	93	5.95	6,95	039
1	Learning to Read Pre-Prime	r Same	R-31	3.25	3.25	94C
1	Motivator Activity Card	Same	M1200-A	22,00	22.00	941
1	Colors or Man Kit	enie	AM43-S	21.00	21,00	942
1	Crossword Fuzzle	ame .	1(13	2.95	2.95	943
1	Dubnoff School Fregram 2	Teaching Resource	2C <b>-</b> 21C	29.00	29,00	944
8	Pattern Boards	ame		8.5C	68 <b>.6</b> 0	945
1	Color Escognition Flannel Board kit	Wisconsin School Service	7º21	2.50	2,50	946
1	Season Flarmel Board Kit	Same		2.50	2,50	947
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Title I - E .E.A:

			Activity	(Jnase)		4
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F.D.R.	Chart Stand	Wisconsin School				
		Services	9880	2.00	9.00	9/18
	Holiday Crosswood Puzzles	Same	3CC 56	5.95	5.95	9/19
2.5 2.1 2.3		Same	121	1.25	1,25	950
<b>\$1</b>	What's Missing	Same	120	1.25	1.25	951
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1 Your Child Can Learn to Same	9716-340	7 .85	ar.	
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1 My Spelling Book Same	97.B34C6	. 85	85	050
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1 Learning Action Words Same	07B-3411	.85	. 85	961
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	eaching supplies and Al. C	ther expenses for	instructio	n:		
l_se	t Pri. Reading Series	Sowmer	476	17.95	17.95	965
	Fun & Fitness	Same	136	5, 99		
	Handling Rope Jumping ad Pall	Same			5.99	966
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	Basic Motor Ball Skills	Same	305	5.99	5.99	968
	Attribute Cames & Problem	s Creative Public	MIM-42	8.75	8 <b>.75</b>	949
1	Attribute Cuide	Same	MLM-43	5.00		
1	Teaching Guide	Same			5.00	970
:			MI.N-4 &	2.75	2.75	971
	Pattern Blocks & Mirrors	Same	NIM-47	12.50	12.50	972
1	Steel Mirror Elementary Far Training	Same	MIM-40	.85	.85	973
1	set	Iducational Audio	4 6-EE( 60	10.95	10.95	
1	Physical Fitness Activitian for Primary Grades	es Same				974
1	Classroom Phythms	e e e e e e e e e e e e e e e e e e e	44FR682	12.00	12.00	975
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## EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

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4. l'e. OCSEVELT:	acting Supplies and All Oth	er Expenses for in	struction			
NSEVELT:	Headstart In Reading	ducational Audio   Visual, Inc.	4FH3593		30.00	977
1	Complete ProgramK-1-1-1C1	Iducational Processing Commonation Iducational	ss	175.CO	175.00	978
<u> </u>	Kdsn. Activities Games & activities for	indicational Corr.		5.00	5,00	979
1	Early Chilchood Education	Same		2.75	2.75	980
1	Frostig-Move Grow Learn	Follett	H358C	°.96	9,96	oal
1	Frost g-Teacher's Fuide Help Four Child with	Same	H3566	3.54	3.54	982
1	Trading Spelling	Garrand		.25	.25	983
1	Helping Your Child with	Same.		.25	.25	984
1	Readiness For Reading Unest	Same	·	•75	•75	985
1	School Readiness Treasure	"arrer & Row		159.5C	159.50	986
1	Nursey Notes Daily Sensory Notor Train	International Telecomm Inc.		49.95	49.95	987
1	Act. Handbook	re Kimbo		4.95	4.95	988
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1	Listening Skills for Fre	Kimbo				
1	Vol. 2		GM1 (4.5	1.08	4.98	9.29
	Vol. 3		ONG C 52	4.98	4.98	990
	Vol. &		On 1 64.	4.98	4.98	991
	Vol. 5		CM1 C73	4.08	4.98	- 685,
<del></del>	Picture Story Sets	Learning Arts	02075	4.78	4.98	993
oart 1	Set A-B-C			9.99	20,97	994
ert 2	Set A-B-C			9.99		995
	Set A-B-C-			9.99		996
	Perception Task Cards	ל פסלה המיתיים		13.CC		997
	Becoming / Learner	Das. Merrill		9.05	A SECTION OF SECTION	998
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	Visual Discrimination Auditory Discrimination	11 Ther	121 3C	4.95	4.05	999
<u>1</u>	Skills Bee Sounds	Same	TFOL	4.95	6.95	1000
1	" Rhymins words	lor,e	TESS	5.95	5.95	
<u> </u>	Motor & Eve -Hand Cordination	Same	7704			1001
ı	Requerces			<u> </u>	5.95	1002
1		Same	TD94	4.95	5.95	1003
	Teacher's Desk	Stuese		20.00	\$0,00	1204
1	Attribute Games	Teaching Resource	36-120	10.95	10.95	1005
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	Part 1					ļ
			[3]-11C	3.5C	3.5C	1006
	part 2		31-120	10.95	<u> 10.95</u>	1007
	Part 3		31-230	10.95	10.95	10Ċ8
	Part. 4		51-1/c			
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,	Duboroff Shc. Frogram#1		11-10C	46.00	46.0C	1(1
		Same	*	13.75	13.75	101
<del> </del>	Level 2	Same		13.5C	13.5C	101
	Level 3	Same		16.75	16.75	101
	Duboroff Sch. Program#2	Same		29.00	29.00	
	Fit. A Shape	Valley School Supplies	23.00			101
	Fit A Blob		2107	4.CC	4,00	101
		Same	21CE	4.CC	4.00	101/
, ,	Petal Farquetry	;ame	5501	3.00	3.00	101;
	Perrica Sta Storage Rack	:Same	91075	18.50	18.5C	1018
	Crossword Puzzles	Same	2550	2.25	2.25	1019
	Crossword Puzzles	Same	2563	2.25		,
	Crossword Puzzle	Same			2.25	1020
	. 00016	Game	2565	2.25	2,25	1021
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		Same o kir	EA4(5-1	5.95	5.95	1033
	Album + Guide	Same	EA606-7	11.90	11.90	1032
	Listening & Moving Series Album + Guide	Same	Tox( i(	19.00	19,00	1031
	Album 3 Coordination Skills	Same	CM1079	4.98	4.98	103C
	Album 2	Rame	CY1C 58	4.98	4.98	1029
	Developing Body SpacePerp.	Kimbo	GND 056	4.98	4.98	1028
L·kit_	Readiness Developing Learning MotorSkills Album l	Webster McGraw		168.00		1026
/	Space Flight	Same	24.03	6.00	5.00	1025
1	Sea Vowels	Same	57.CS	4.cc	5.00	1037
	Rhyming Zig-Zac	Same Came	3/197	15	1.5	1023
1	Crossword Puzzle Plastic Mark black	Surplies	257C	2.25	2.25	1022
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set	Interlog Accessory Kit	Same	(201	69,00	69,00	107
set	Play Number Blocks	Wisconsin Edhcol Servic	(505	15.00	16.00	1072
. set	roportional Number Blocks		<u>312</u>  697	4.98	4.98	1073
set	Number Concept Cards	Same	<del> </del>	700	7.00	1074
	Economy Number Builds	Same	75CC	2.00	2,00	1075
set	Sewing Cards		+	.5C	<b>,</b> 60	1076
		Same	93.83	1.75	1.75	1077
		Same	7524	1.25	1.25	1078
set	Pictures that Rhyme	Dame	7823	2.50	2.50	1079
	Opposites	Same	7824	2.5C	2.50	1020
set	When I Grow up, I Want to be Capitals	Same	171	ć.95	5.95	1081
set	la	Same	1((6	10.95	10,95	1082
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set.	Storage Rack	Same	<u>  21(53</u>	17.5C	17.5C	108
	Puzzle Jotto Came	Tare	551	1.25	1.25	108/
	Picture Dominos	Same	102	1.25	1,25	108
······································	Animal Dominos	Same	103	1.25	1,25	1086
·	Letter Recognition Came	Same	6C1	1.25	1.25	1087
	Animal Spelling Came	Same	603	1.25	1.25	1088
· <del></del>	Number Recognition Game	Same	504	1.25	1,25	1089
	Plus and Minus Bus Game	Same	! ! <u>५८५</u>	1.25	1.25	1090
	Boxed Assortment of 4 Lett Level P	ers Same	1406	4.CO	4.CO	1091
it	Peabody Land. Davelopment	American Guidance Service, Inc.		1.53.QC		
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Sta	te Project Number		Date		<del></del>	
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ANK:	ACCT. 4290 Story Pook Friends	1				<del></del>
		ve Gate House	TF113	69.25	69,25	1093
	Language Games and Other Stories	îame		2.50	2,50	1.094
	The Peanut Butter Pow	- U. Mesth	; ! .	125.00	125-00	1095
2	Groups Word Teaching Game	Grenard		2.5C		
<u>`</u>	Who Gets It	Same			5600	1096
3	Reading Comprehension Games			1.98	1.98	1097
	That Teach Book V	The Learning Shop		1.95	1.95	1098
	" Book II Phonics	S≅me		1.95	1.95	1099
i	Reading Games	Same		2.50	2.50	1100
1	Listening Cames	Same	,			
, 1	Kit A Spelling Learning Games			2,50	2.50	1101
1	. Kit B	Lvors & Carrahar		28.50	28,50	11.02
art .	H P H	Same		28.50	28.50	1103
_1	Becoming a Learner	Chas. Merrill	6435	9.95	9.95	1104
		, Sub-Te	o <b>t</b> als		279.58	1
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•		Graps	Totals		164	<u> </u>
		1.05			Materials	

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School	 Activity conas	e )
State Project Number	 Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No	1:1: 2:0	Extension	Ite
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TANK:	Replacement Program Guide	Chas. Merrill	,	1.50	1,50	1105
30	Getting To Know You	Coonomowae Puhli Schools	<b>e</b> '7	1,00	30.00	1106
30	Their Helping Children Through	Same .		1.75	至25952。50	11.07
2 sets		St. Paul Book & S'ationary	KM746	14.25	28,50	1108
<u> </u>	Initial Consorants Substitutes	Vallay School Supplies	45	2.95	2,95	1109
1	Final <b>C</b> onsonants Blends	Same	47	2.95	2,95	1110
1	Long & Short Vowels	Same	49	2.95	2,95	1111
1	Learning Streets	Same	1325	4.95	4.95	1112
l kit	Torp to Develop Perceptical Skills	Same	7909	40.00	40.00	1113
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Grand Totals

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Materials

## EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

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Stat	te Project Number		Date			
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Quantity	Instructional Materials	Ço- or Supplier	Catalog No	Ur i i	Extension	Ites
MATERIAL	ప: (Continued)				= X G G H S Z G H	No.
<u>3. 3c</u>	hoot Library Books and A.!	Liteary Expense		<u> </u>		
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4. Te:	aching Supplies and All Oth	er Expenses for in	Struction	,		1
WEQUIO 1 set	CK: ACCT. 4290 Books to head	Bowmar			105	<del></del>
l set	Anderson Fairy Tales	Coronet Films	C121	107.35		1114
1	Phonic Rummy	Fond du Lac		45.0C	45,00	111.5_
1	Phonic Rummy	School Supplies	2156-A		1,50	1116_
. 1		S⊣me	2156B	1.50	1.50	1117
1	Puzzles & Activities	Same	SE106	3.50	3.50	1118
	Puzzles & Activities Grade 2	Rame	SELC7	3.50	3.50	1119
1	Crossword Puzzles Grade 3	Same .		3.50	3.50	1120
1	Crossword Puzzle	Same		3.5C	3.50	1121
. 1	The Arabian Wights	Imco, Inc.	9150	51.80	51,80	1122
1	Space Flight	Hel Sten, Inc.	2403	6.(C	6.00	1123
1	Perception Task Cards	Same	7915	13,00	13.00	11.24
1	Picture Word Builder	Same	9379	.60	•6C	112
. <b>1</b> 	Scrabble for Jr.	Learning Fescurce	3-NSS-18	4.25	4.25 245.∞	1126

Grand Totals

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State Project Number	Date	

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	ini: Cost	Extension	Iten No.
MATERIAL 3. Sc	S: (Continued) hool Library Books and All	intrary Wynairs				
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4, Tea	acking Supplies and All Oth	ner Expenses for in	struction			1.
WEQUIC 	CK: Wild Life (Ecology Game)	Center Cearning Resou <b>c</b> e		8 4.25	4.25	1127
1	Litterbug	Same	3-USS-150	0 5.00	5.00	1128
	Recoming A Learner	Chas. Merrill	6435	9,95	9_95	1129
6	Starter Books	Multisensory Learning Aids	02525 <b>-</b> 68	93	5.58	1130
1	Teacher's Guide	Same '	69 02525	193	· <u>.</u> 93	1131
6	Right Mystery Stories	Same	C1847- 71	•93	5 <u>. 5</u> 8	1132
	Teacher's Edition	Same		98	<b>.</b> 98	11324
<u>1 · </u>	Colors of Man Kit	S.V.E	AM435	21.00	21.00	1133
12	Crossword Puzzles	Varley School Supplies	72 256 <b>-</b> 25	2.25	27.00	1134
. 3	Plastic Mark	Same	34.92	<b>_1</b> 5	<u>.45</u>	1135
l I set	Halloweer Tales	Frontier	CL2	5.99	5•99	1136
	Children's Classics Vel. 1	Taylor Teaching		22 <b>.</b> C5	22.05	1137
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Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
MATERIA	L3: (Continued)	,				No.
3. 30	chool Library Books and All	Library Expenses				
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4. Te	aching Supplies and Ai: Oth ACCT. 4290	ner Expenses for in	struction			
. 1	Jr. Grab	Porothea Alcock		1.5C	1, 50	1138
_1	Sr. Grab	Same				
1	Ме	Bowmar	0/0	1.50	1.50	1139
_ 1	Where Is Home		363	2,99	2.99	1140
		Same	364	2.99	2.99	1141
- 1	Telling Tails	Same	365	2.99	2.99	1142
-1	Through The Day	Same	366	3.99	3.99	1143
1	Things I Like To Do	Same	367	3.99	3.99	1144
1	How Does It Feel	Same	368	3.99		
1	Picture Dictionary Drag Racing			:	3.99	1145
		Same	565	B.75	3.75	1146_
1	Drag Racing Record	Same	57C	5.95	5.95	1147
1	Karting	Same	271	2.60	2 60	2210

Sub-Totals

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Grand Totals

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Motorcycles

Same

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State Project Number	 Date	· · · · · · · · · · · · · · · · · · ·

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Ite:
	8: (Continued: hoo! Library Books and All	Library Expenses	. '			
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4, Tea	cning Supplies and All Otr	ner Expenses for in	structions			
WHITNEY: 1	Drag Racing	Bowmar	275	2.6C	2.60	1150
1	Horse	Same	373	2.50	2.60	11 51
	Dune Buggy	Same	382	2,60	2.60	1152
1.	Mini Bikes	Same	696	2,60	2.60	1153
•• <b>1</b>	Snowmobiles	Same	60g	2, 60	2.60	1158
J n	Fun and Fitness	Same	136	599	5.99	1155
. <u>]</u>	Handling Rope Humping & Ball	Same	137	5.99	5.99	11 56
1	Motor & Ball Skills	Same	39.5	5.99	5.99	11.57
1	Bear Party	nducational Readin Service	2	•95	<b>.</b> 95	11.58
	Chitty Chitty Bang Bang	Same		29	29	1159_
	Misse Christmas Santa Almost	Same	į	<b>.</b> 59	.59	1160
1	Dog Book	Same		.29	29	1161
		ວິນຍ-T	otals		33 09 (This Sheet)	+
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4. Te	aching Supplies and All Oth	per Eypenses to: 'n	ot va otá ne	,		
HITNEY:	Farm Book	Educational Reading Service	struction.	. 29	.29	1162
_1	Golden Ficture Dictionary	Same		, 69	69	1163
1	Horse Book	Same		29	.29	1164
	Just Me	Same		75	-75	116
1	Kitten Book	Same		29	.29	11.66
1	My Funny Animal Alphabet	Same		•6C	•60	1267
1	Night Before Christmas	Same		1.CC	1.00	1168
1	Book of Pand Q	Same		30.	<b>.</b> 39	1169
1	Primary Dictionary	Same		•75	<b>.</b> 75	1170
1	Timothy Turtle	Same		•75	•75	1171
1	Winnie-the-Pooh	Same		.29	.29	1172
1	Day Everyhody Cried	Some		1,00	1,00	1173
-		ອິນມາໄ	otals		7.09	
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State Proje	ct Number		Date			

Quantity	Instructional Materials	Go. or Supplier	Catalog No	Cost	Extension	Iter No.
MATERIAL 3. Sc	S: (Continued) hool Library Books and A.1	Libeary Expanse				
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						-
4. Tea	aching Supplies and All Oth	er Expenses for in	struction	•		
WHITNEY:	Dippy Do's and Don't	Educational Reading Service	9000000	1.00	2.00	1174
1	Peter Pan	Same		1.00	1.00	1175
1	Pickle for a Nickle	_Same		39	-39	1176
_1	Question & Answer Book	Same		69	-69	1177
1	Three Horn the Dinosaur	Same		1,00	1,00	1178
]	Christopher Columbus	Same		<b>,</b> 60	<b>.</b> 60	1179
1	Fairy Tales Hans Christian Anderson	Same		10	49	1180
	sore Jokes and Riddles	Same		<b>.</b> 69	•69	1181
_11	Oh What Nonsense	Same		<b>•7</b> 5	•75	1182
1	Tutrles	Sime		<u>.</u> 5C	•50	11.83
1	Where Does A Letter Go	Same		• 55	. 55	1184
1	Benjamin Franklin	Same		•5C	•50	1185
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Grand Totals

ERIC Full Text Provided by ERIC

T -le I - E .E.A.

School	Activity (Lanase)
State Project Number	Date

Quantity	Instructional Materials	Co. or Supplier	Catalog No	Unit Cost	Extension	Item No.
	3: (Continued; hool Library Books and A.1	Library Expense				
						-
				•		<del> </del>
	1.	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s				
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4. Te	aching Supplies and Ali Oth	er Expenses for in	struction			
HITNEY:		Educational Reading Service	,	<b>.</b> 69	.69	1186
1	Fasy To Gook Pook	Same .		55	.55	1187
.1	Florence Nightingale	_Same		<b>.</b> 50	.50	1188
1	Jokes & Riddles	Same		i,00	1,00	1189
1	Paper, Wood and Paint Craft	Same		<b>.</b> 50	•50	1190
_1	Puzzles & Riddles	Same		<b>.</b> 50	• 50	1191
_1	Reptiles	Same		<b>.</b> 69	.69	1192
1	Thomas Alva Edison	Same		. 5C	<b>.</b> 50	1193
1	Young Helen Keller	Same		1.00	1.00	1194
1	Reading Helping Your Child With	Garrard		.25	.25	1195
_	Smelling Helping Your Child With	Same		•25	•25	11.96
1	The same of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the last of the la					

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State Project Number	Date	

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4. Tea	ching Supplies and All Oth	Holt, Rinehar: &				
l set	Level II	Minston	SBN(3-08 4179-8	22.95	22.95	3500
l set	Level III	Same	SBNC3-08			1198
1			r180-1	22.95	22,95	1199
	Body Concept Ditto Masters	The Learning Shop		4.95	4-95	1200
	Color & Shapes Bingo bet	Same	T-101	3.95	3.95	1201
1 -	Alpha Bingo	Same	T-103	3.95	3.95	1202
1	Build A Story	Same	7916	3.00	3 <b>.</b> 00	
l kit	Becoming a Learner	Chas. Merrill	5435		•	1203
***	The Biggest Bear	Scholastic	4421	9.95	9.95	1204
	Madeline's Rescue	Same		1.95	1.95	1205
	The Biggest Giant		4417	1.95	1.95	1206
		Same	4390	1.95	1.95	12(7
	Charlie the Tramp	Same	43cs	1.95	1.95	1208
	Clifford Gets a Job/Cliffor akes a Trip	d Same	4,364	2.25	2.25	1209
		J .U-T	otals		El.75 This Sheet)	_

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State Project Number	<u></u>	Date	

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Quantity	Instructional Materials	Co. or Supplier	Catalog . No.	Unit: Cost	5xtension	Ite No.
	5: (Continued) hool Library Books and All	Library Signatur				
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4, Te	aching Supplies and All Oth	er Expenses for in	struction			1
HITNEY: 1	Clifford the Big Red Dog/ The Witche's Christmas	Scholastic	4385	2.25	2-25	1210
1	Congo Boy	Same	44C4	1.95	1-95	121
1	Job Curious George Takes a	Same	4426	1.95	1.95	1212
1	Henny Penny/The Adv. of the # Blind Mice	Same	4389	2.25	2.25	1213
. 1	Birthday/Over theMeadow Just in Time for the Kings	Same	4428	2.25	2,25	1214
1	Old MacDonald Farm	Same	9098	1.95	1.95	1215
1	Stone Soup	Same	4393	1.95	1,95	1216
1	That's What Friends are	Same	4396	1.95	1.95	1217
1 .	Too Much Noise	5≈me	44C7	1.95	1.95	1218
1	Chart/Poster Library	Same	LS-9	10.65	10.65	1219
1	A Boy, A Dog, & A Frog	Same	2551	.60	.60	1220
1	The Boy Who Would Not Go	Same	8584	<b>.</b> 60	<b>-</b> 60	1221
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T -le I - E -E.A.

School			unase)	
State Project Number	er	Date		

Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit: Cost	Extension	Item No.
	S: (Continued) hool Library Books and Mal	Linsary Expenses.				
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4, Te	aching Supplies and All Oth	ner Expenses for 'n	et riusta on			,
WHITNEY: 1	Something Do You Want To See	Scholastic	103		50	1222
1	Goodnight Noon	Same	921.2	<del>50</del> 75	-75	1223
1	Is This You	Same	8549	<b>.</b> 60	60	1224
1	Just A Box	-Same	0182	<b>.7</b> 5	75	1225
. 1	Kick, Pass & Run	Same	8741	_6C	60	1226
1	School Morris the Moose Goes to	Same	9256	.60	.60	1227
1	Puppet Party	3emë	9288	_•75	•75	1228
1 1	Secret Messages How To Write Codes and	Same	2606	. 5C	•60	1229
1	The Laugh Book	Same	9250	.60	.60	1230
1	Plenty of Riddles	Same	501	, 5C	• 50	1531
ı	The Snowy Day	Same	3030	•75	<b>.7</b> 5	1232
1	It was A Short Bay Summer, Charlie Brown	Same	9249	•75	•75	1233
		åuu-	Totals		7•75	1422

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School		Activity	∵Jna <b>se</b>	) <u>.</u>	
State Project Number		Date			 

Quantity		s Co. or Supplier	Catalog No.	Unit Cost	Extension	īte: No.
MATERIA 3. S	L5: (Continued) chool Library Books and A.	l Lincary Expense				
		w w				
·					e 21 1	
4. To	eaching Supplies and All Ot	her Expenses for in	nstruction			
1	Arrow Book of Brain Tease		2507	.50	-50	1234
l kit	P.R.E.B.	Same .	11-100	46.00	46.00	1235
1	Fit-A-Shape	Valley School Supplies	2107	4.0C	4-00	
1	Fit-a-Blob	Same	2108	4.CO	4,00	1236
1	Petal Parquetry Assort.	Same	22(1	3.00	3,00	1238
1	Perma-Sta-Storage Rack.	Same	P10PS	18.5C	18,50	1239
l Cross	word Puzzles Holidays	Same	256C	2.25	2,25	1240
1	Crossword Puzzles Food	Same	2563	2.25	2.25	1241
1	Crossword tuzzles-Animals	Same	2565	2.25	2.25	1242
1	Crossword Fuzzles-Farm &	Same	2570	2,25	2,25	1243
1	Plastic Mark Flack	Rame	3491	.15	.15	1244
1	Rhyming Zig-Zag	Same	2400	6.0C	6.00	1245
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			'o <b>t</b> als		91 <b>.1</b> 5 This Sneet)	
		rand	Totals		- He Gueet/	
		1.37	<u>[</u>		Materials	<b>↓</b> 1 in 1/2

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School_	 Activity	dse)	1
State Project Number	Date		

Quantity	Instructional Materials	Co, or Supplier	Catalog No	Unit Cost	Extension	Ite No.
	: (Continued) nool Library Books and w.l	Lingary Expenses				
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			:			
			* ;			
4. lea	ching Supplies and All Oth	er Expenses for in	struction			
WHITNEY:	Sea of Vowels	Valley School Supplies	2402	6.75	6.75	1246
1	Space Flight	Same	24C3	6.00	6.00	124
1	Phonetic Drill Cards	Same	8252	2.25	2,25	1248
1	Space Relationship Cards	Same	7522	1.50	1,50	1249
- 1	Phonetic Quizmo	Same	9357	2.25	2,25	1250
1	Color Study Frints Moods and Emotions	Same	A125	7.95	7.95	1251
1	Puppet-Father	Same	312-519	2.50	2,50	1252
1	Mother	Same	312-527	2.50	2,50	1253
1	Воу	Same	312-535	2.5C	2,50	1254
1	Girl	Same	312-543	2,5C	2, 50	1255
1	Farmer	3ame	312-550	2.50	2.50	1256
1	Fireman	Some	312-568	2,5C	2.50	1257
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School	 Activity	: Jnase	)	
State Project Number	Date			•

Quantity	Instructional Materials	Co. or Supplier	Catalog No	-Unit	Extension	Ite No.
MATERIAL 3. Sch	5: (Continued) nool Library Books and All	Library Expansion				
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4. Tea	ching Supplies and All Oth	ier Fynenses for In	Chrantan	<u></u>		<del>                                     </del>
HITNEY: 1	Puppet-Policeman	Valley School Supplies	312-576	2.5C	2,50	1258
1	Postman	Same	312 <b>-8</b> 84	2.50	2,50	1259
1	Giraffe	Same	312-592	1.75	1.75	1260
1	Elephants	Same	312-659	1.75	1.75	1261
<u> </u>	Dragon	Same	312-683	1.75	1.75	1262
1	Memory Came	Same	266-400	3.00	3.00	1263
2 sets	Level I	Hoit, Rinehart And Winston	381C3- 084178-X	22.95	45-90	1264
					42.670	1,04
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59.15 (This Sheet) ວັນຍ-Totals 9129-43

Grand Totals

Materials

Title I - E.S.E.A.

Activity (phase)_

Grace Froject Mumber	Da	te			
Quantity Instructional Materials	Co. or Supplie	r Catalog No.	Unit Cost	Extension	Item No.
MATERIALS: 1. Textbooks (By Special App					<del> </del>
AUCT. 4290					
2. Audiovisual Materials: (	! DC NOT LIST EQUI	PMENT HERE)			7+1 - 7+1
AUDIO VISUAL: Poster Board, 10 10 sets Color: 28x44 14 ply	Dick Blick		4.4C	44.00	1265
Paper, Corrigated, 1C rolls Various Colors	Same	E-546C	4.99	49.90	1266
4-fold 1C skeins Yarn, Assor, Colors,	Same		1.29	12.90	1267
Mount, permanet llx14  1 bx Sheets, 5CO, Tissue Dry  Low Heat	Same		26.15	26.15	1268
2 bxs. Sheets. 144. Dry Mount.	Seme	A9505	8,20	16.40	1.269
1 roll Closs, Sealomin 200"x22"	Same	49509	25.50	25.50	1270
7 bxs. Mtls. Transparency	3rme		34.80	69.60	1271
5 sets Markers, Watercolor	Same	A41C8	3.05	19.25	1272
2 bxs.Sheets, 100,Acetate,Clear	Same	PF427	7.5C	15.00	1273
needed Binding, plastic	Stucke's		32.50	32.50	1274

Kelley Thoto

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Same

750.4C Bub-Totals (This Sneet)

40.00

1.35

1,90

3.09

240,00

74.20

58.10

66.90

Materials

1275

1276

1277

1278

Brane Totals

HC13536

H1352C

JII 3536

School

Tapes Video, 3C min.

14 rolls Film, Ektachonet Processing

14rolls Film + processing

10 rolls Film

### EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING (Phase)

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itate Pro	ject Number	Date	ê		ş ^t	1
<b>Q</b> uantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit	Evtendon	It
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<u>lI</u>	extbooks (By Special Appr	oval Only):	<del></del>	+		
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2. A UDIO-VI	udiovisual Materials: (D	O NOT LIST EQUIP	WENT HERE)			
6 rolls	B/W Film + Processing	Kellev Photo	TX 135-20	75	18,60	1279
	Film-Color +Processing	Same	CY135-20	1		1.
	Mailers			2.64	5C.46	1280
	Film Super Smm # Processi	ng Same	KA454	2.25	39.12	122
p <b>k</b> g.	Developer	Same	D-19	1.30	1.30	1282
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5	SUBMIT FOUR COPIES	141		:	Materials	

Macerials

## EQUIPMENT AND INSTRUCTIONAL MATERIALS LISTING BY ACTIVITY (phase)

Title I - E.S.E.A.

School		Activity (phase)					
Etate Pro	ject Number	Da te					
Quantity	Instructional Materials	Co. or Supplier	Catalog No.	Unit	Extension	Ite No.	
MATERIA	LS: extbooks (By Special Appr					1 NO.	
-		, , , , , , , , , , , , , , , , , , ,					
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -					,	
2. A	udievisual Materials: (D	O NOT LIST EQUIPM	EAR LEDG				
CLINIC:	+ Target School Centers	ACCT. 4290 Kelley Photo	ENI HERE)	12.88	373.52	1283	
196	V.P.=126-12 F11m	Same		<b>5</b> 1	99-96	1284	
1.52	CX126-12 Film	Same		1.00	152.00	1285	
88	EX 126-20 Film	Same		1,64	144.32	1286	
20	Small Swirger 2Cc film	Same		1,49	33_80	1287	
5 <b>cs</b> .	AG I B Bulbs	Same	•	15.00	90.00	1288	
-only	Button Tyre Bateries	3 ame	82 -	75	3,00	1289	
18	Batteries (for Folaroid)	Seme	£1.5	<b>.</b> 70	33_60	1290	
8	Batteries (AAA)	Some	824	_ <b>.</b> 70	33 <b>.</b> 60	1201	
8	vne AA Patteries	Same		. 80	38.4C	1202	
2	BL Projection Lamp 0	⊴≈me	ing and see the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the	3.55	39.00	1292	
	Developing Film	Game	•		650,cc	100/	
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				_	(This She	et)	
	UDATE FOLD CORFEE		Grand To	tals			

142

Title I - E.S.E.A.

tate Proj	ect Number		Dat	.e.						
			# <i>.</i>							
Quantity	Equipment and Instructional Materials	Co. or Supplier	Catalog No.		Equipment Extension	Instruc.	I te			
MATERIALS 1. Te						Trace Late	1 NO			
4, 46	xtbooks (By Special App	roval Only	) :			<u> </u>	1			
2. Au	diovisual Materials: ()	OO NOT LIST	r POUTPMEN	י אקסקי			l			
URBAN ED 186	CATION: ACCT. 4290 (Tar	get School Kelley Pho	s)	•63		222 20				
						117.18	129			
	Film developing + Proce	ssing Sam	<b>e.</b> La la la la la la la la la la la la la la			601.80	129			
326	Cartridges, film ektachrome	Sam.e	EX126-20	1.64		534.64	129			
12	Film, 35 mm, Color	Same	EH135-20	1.82		21.84	129			
92	Polaroid 20c B/W	Same		1.69		155.48	129			
6 cs.	Bulbs GE Super Cubes, Flash	Same		12.88		77.28	130			
16 cs.	AGIB Bulbs	Same		15.00	and and an article and a second	240.00	130			
184	Type AA Batteries	Same		•80		147.20	130			
192	Type AAA Batteries	Same	: A.	•70		134.40	130			
L <b>5</b> 0	Type C Batteries	Same		60		90.00	130			
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Title I - E.S.E.A.

3CH001		·	Activ	ity (phase	)		
State Pro	ject Number		Date_				
A	Equipment and Instruc	c- Co. or	Catalog	<del>-  </del>	TP =		•
Quantity	tional Materials	Supplier	No.		Equipment Extension	Instruc.	Item
MATERIALS	S: (Continued)			-		TACL	· [NO.
	chool Library Books and	All Libra	ry Expense	8:			
·							
	,						<del></del> -
							<del></del> -
						_	
4. Te	OR: ACCT. 5190	1 Other Exp	enses for	Instruction			4
144	OR: ACCT. 5190 Bats, Plastic	Wolverine					T :-
G A		wolverine	S700	1.75		252.00	1305
72	Balls, Plastic 5' Aluminum	Same	S650	• 75		54.00	1306
7	Ladder, Step	Sears	306-4225N	11.89			
2 Doz.	Groovy Loops		·			83.23	1307
		ABC Sch.	24-12	23.95		287.40	1308
12	Tunnel of Fun 2" x 24" x 8'	Same	733 <b>-</b> 810 D	9.95		119.40	1309
15	Beam, Balance	Green Bay Planning		1.07			
12	Tom Tom					16.05	1310
		Beckly-Car	dy 520-262	4.80		57.60	1311
00	Bean Bags	Same	221-028	•36		72.00	1312
00	Soft Rubber Balls	Pranges		.26			
4 1bs.	Placti T Cl			•20		26.00	1313
	Plasti-I-Clay	Same	A 4.	• 34		8.16	1314
4	Paper Punch 1 hole	Same		.65		9.10	1315
+	Clothes Pins	Same		.46			
- <del> </del>						6.44	1316
			Sul	-Totals		91.38	. •
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			Grand	i Totals			
				,	Equip. N	lat'ls	

ERIC Full Text Provided by ERIC

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tate Project Number			Activity (phase)					
	ect Auber		Date					
Qu <b>anti</b> ty	Equipment and Instruc- tional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc.	Ite	
ATERIALS	: (Continued)			•		L'a	. JNO.	
<u> </u>	hool Library Books and	All Librar	Expenses		·			
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	a					:	+-	
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4 7		<u> </u>						
	ching Supplies and All R ACCT. 5190	Other Expe	nses for ]	nstruction				
<u>37</u> ·	Balloons	Pranges		.29		10.37	1317	
360 Btl.	Soap Bubbles	Same	4	.24		86.40	1318	
24 Pkg.	Wood Beads, Jumbo	Same		2,27			]	
36 Pkg.	Jack and Ball	Same		<b>3</b> 6			319	
36 Pkg.	Playtime Marbles & Bag	Same		T			1320	
1	Club Dominoes	Same		. 33		11.88	1321	
.				3.44			1322	
	Asst. Sizes Lock Board	Same		-90		47.70	<u> 1323</u>	
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٠.			Sub	-Totals	(This Sh	306.35 eet)		
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						. <u>297.73</u> Mat'ls.		

Page_124

Sch <b>ool</b>	ol		Activit	Activity (phase)					
	ect Number		Date						
Quantity	Equipment and Instruc- tional Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc.	Item		
EQUIPMENT	: ucational Television:		,		1	Mat. Ext.	No.		
				·					
2. Au	diovisuals:				:	<u> </u>			
Clinic:	ACCT - 5294				,				
4	Cassette Tape Recorder	Kelley	RQ209	31.95	127.80		1324		
					121,000		1324		
		±+							
						:			
3. All	l Other Instructional Eq	uipment		<del></del>					
Clinic:	ACCT .5294								
1	Belt-Thermofax	3-M		11.00	11.00		3 305		
2	Slide Tray for Viewle	x Kelley		14.95	29.90		1325		
					<u> </u>		1326		
			Su	b-Totals	168.70		<u></u>		
.F				100015	(This ?)	neet)			
*		* :	Gran	d Totals	Paude	Week 12	-		
0		SUBMIT F	46 OUR COPIES		Equip.	Mat'ls.	•		

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Title I - E.S.E.A.

ehool	hoolAc			Activity (phase)				
ate <b>Proje</b>	act Number		Da te		·	·	<del></del>	
uan <b>tity</b>	Equipment and Instruc-	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc. Mat. Ext.	Ite No.	
QUI <b>PMENT</b> :	: ucational Television:							
· · · · · · · · · · · · · · · · · · ·								
		1.						
2. Aug	ACCT. 5294		· · · · · · · · · · · · · · · · · · ·			:		
1	Previewer	Valley Sch. Supp	646-45 Ly V-170	69.50	69.50		1.32	
1	Panasonic Recorder	Valley Sch. Suppl	628 <b>-</b> 294 y RQ2095	31.95	31.95		1.32	
· <u></u>						1		
3. A1	1 Other Instructional E	guipment			<u> </u>			
							I	
							<u> </u>	
						1		
						<del></del>		
			S	Sub-Totals	101.45	(haat)		
		ega (1900) Garago	Gra	and Totals	Equip.	heet) Mat'ls.		

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Page 126

#### Title I - E.S.E.A.

Scho <b>ol</b>			Activi	ty (phase)			
	ject Number		Date		·		•
	Equipment and Instruc-	- Co. or	Catalog		Paudee	Tv.	
Quantity	tional Materials	Supplier	No.	Unit Cost	Equipment Extension	Mar For	Item No.
EQU <b>IPMENT</b> 1. Ed	T: lucational Television:					place Ext,	. NO.
							:
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2. Au	diovisuals:	1	1		:		
ELLER:	ACCT. 5291						
1	Filmstrip Viewer	Imco, Inc	999	79.95	79.95		1329
			<u> </u>				
<u> </u>		•	· · · · · · · · · · · · · · · · · · ·				
	Other Instructional Ed	uipment			· · · · · · · · · · · · · · · · · · ·		·
1	Stop Watch	Clydes	866-431	22.50	22.50		1330
					·	,	
i							
			Su	b-Totals	102.45 (This th	eet)	
			Gran	d Totals			. •
					Equip.	Mat'ls.	

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Title I - E.S.E.A.

itata D#A-	ect Number				· · · · · · · · · · · · · · · · · · ·		
tate FIO			Date				,
			_				
Quantity	Equipment and Instruc-	Co. or	Catalog		Equipment	Instruc.	Ite
qualitity	tional Materials	Supplier	No.	Unit Cost	Extension	Mat. Ext.	No.
equi <b>pment</b>							
1. Ed	ucational Television:		·	,	<del></del>		
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2. Auc	diovisuals:			·			
NORWOOD:	ACCT. 5294						
		Valley					
1	Previewer, SR.	Sch. Suppl	v 646-457	69.50	69.50		1331
		٠					
						<del></del>	·
3. A11	Other Instructional Eq				<del></del>		
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Title I - E.S.E.A.

Sch <b>oo1</b>			Activi	tv (nhaes)			
State Pro	ject Number						
							•
Quantity	Equipment and Instruc- tional Materials	Co. or Supplier	Catalog No.	Unit Con	Equipment	Instruc.	Iten
EQUI <b>PME</b> NT	: ucational Television:			Joint Cos	t Extension	Mat. Ext.	No.
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	iiovisuals:			·			
FDR:	ACCT - 5294						
1	Panasonic Tape Recorde	r Kelley	166	39.95	39.95		1332
3. All	Other Instructional Equ	lipment	··· · · · · · · · · · · · · · · · · ·				
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			Sub	-Totals	39.95 (This She	eet)	
			Grand	Totals			• • •
	$\begin{array}{cccccccccccccccccccccccccccccccccccc$				Equip. N	lat'ls.	

Page 128A

Title I - E.S.E.A.

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tate Proj	ect Number			Date			<del></del>	•
Qu <b>antit</b> y	Equipment and tional Mater	Instruc- ials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc.	Ite
EQUI <b>PME</b> NT	: ucational Telev	ision:				1	Mac. Ext.	No.
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2. Au	diovisuals:					·		<u> </u>
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						•		
3. All	Other Instruct	ional Eq	uipment	:				<u>L</u>
	ACCT - 5294							
1	Teacher Desk		Stuebe	÷	90.00	90.00		1004
				Sui	b-Totals	90.00		
						(This !	neet)	
				Gran	d Totals			
andresses and a						Equip.	Mat'ls.	•

Page 129

Title I - E.S.E.A.

ate Proj	ect Number			-) (paoe)_			· · · · · · · · · · · · · · · · · · ·
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uantity	Equipment and Instruc- tions! Materials	Co. or Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc.	Item
QUI <b>PME</b> NT				10.12.0	JEEK CELISION	Mat. Ext.	No.
	ucational Television:	· 				•	
		·					
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			<del> </del>				
2. Au	iiovisuals:	T					
NK:	ACCT. 5294		 				
1	Previewer	Valley Sch Supply	1		Z = - Z :		,
		JUDDIA		69.50	69.50		1333
			1				
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3. A11	Other Instructional Ec						
7	other instructional E	ulpment					
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			Su	b-Totals	69.50		
					(This E	neet)	

Page 130

itate Bead	ect Number			ty (phase)		1	
cate Proj	ect Number		Date				
Quantity	Equipment and Instruc-	Co. or	Catalog		Equipment	IInstruc	It
:		Supplier		Unit Cost	Extension	Mat. Ext.	No
EQUI <b>PMENT</b>	: ucational Television:	(a - e) -(	les:				-
	deactonal letavision:	T	T	·	<del>                                     </del>	·	
		<del>                                     </del>	^				
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<u></u>		<u> </u>					
2. Auc	iiovisuals:	·					
HI TNEY	ACCT. 5294					, .	
1	Panasonic Tape Recorder	Val.1	Donasti		<b>8</b> 1	*	
		VellA	RO2990AS	31.95	31.95		1334
:							
		,	,				
3. All	Other Instructional Eq	uipment		· · · · · · · · · · · · · · · · · · ·		· ·	
1		Bd. of Ed.		100.00			
		DG. OI EQ.		100.00	100.00		1335
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•			Sub	-Totals	131.95 (This {h	eat\	
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Title I - E.S.E.A.

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tate Proj	ject Number		Date				
	Equipment and Instruc-	Co or	. 6-2-1	7			
Quantity	tional Materials	Supplier	Catalog No.	Unit Cost	Equipment Extension	Instruc.	I tem
equ <b>ipme</b> ni							140.
1. Ed	ucational Television:	<del>                                     </del>		<u> </u>			
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•			·				
<del> </del>							
2. Au	diovisuals:		,				
DMINISTR	ATIVE: ACCT. 5295						
1	Tape Recorder	Photoart		69.95	69.95		1336
1	Ste <b>n</b> o Headset	Photoart		6.95	6.95		1337
3. A1:	NON -						<del></del>
	1 Other Instructional Ed	luipment	<del></del>		· · · · · · · · · · · · · · · · · · ·		
2	Replace Typewriters	Bartelt		233.42	466.84		1338
<i>A</i> .							
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11	Form A, #R-113 Individual Test Record			3.50		7.00	"
1	Form B, #R-114	5		3.50		7.00	"
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#### Philosophy of Title I

"The total program should concentrate sufficient resources, in relation to the number of educationally deprived children in its district, to insure that the special educational needs of these children will be significantly reduced, and that the help provided will not be fragmentary "...Therefore the total program should include a variety of coordinated approaches toward meeting the needs of the educationally deprived children in a school district" ...size, scope and quality should be considered in terms of the breadth and intensity of the impact on each child involved."

Juidelines:

Special Programs for Educationally Deprived Children, ESEA Title I, 1965, USOE

#### . Joals of Title I Program

- 1. A goal of Title I programs, in its concern to meet the educational needs of "disadvantaged" children, is to assist in directing needed changes in the <u>total</u> school program.
- 2. To make provisions which will assure all youngsters of the necessary preparation for individual and social competency.

DATE	1972-73 PROJECT YEAR	PERSONS	COMPLETION
DATE	ACTIVITIES, MATERIALS & FACILITIES	RESPONSIBLE	DATE
AUGUST 1972			
700001 1912			
28 - Monday	Inservice week for the teachers	Edwin B. Olds	
29 - Tuesday	in the Green Bay school system.	Reynold Swanson	September 1, 1
30 - Wednesday		Helen Fersley	
		Jerome McCormick	
31 - Thursday			
or - inursday	Orientation to adult volunteer	Edwin B. Olds	June 8, 1972
	tutoring program for East High	Reynold Swanson	-, -, -, -, -, -, -, -, -, -, -, -, -, -
in the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the second section of the section of the second section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the	teachers of sophomore language arts and social studies.	John Sewell	
	ar to and social studies.	Catherine Bertler	
	Here is a second of the March	Jerome McCormick Francis Sundberg	
		Joanne Kleist	
		John Bricco	
		Florence Hayes	
31 - Thursday			
· · · · · · · · · · · · · · · · · · ·	Creative Dramatics/Creative Move- ments Inservice for Title I staff	John Bricco	August 31, 1972
	and teachers all day.	Karen Prevetti	
	and reddiers all day.		
en en en en en en en en en en en en en e			
EPTEMBER 1972	1		
- Fri day			
- Friday	Continuation of inservice week.		September 1, 197
- Tuesday	Reginning of the new lates		
	Beginning of the pre-kindergarten program at Tank School.	Donald Beyer	June 8, 1972
	F04-4" d lank ochool.		
- Tuesday	Parent Involvement Program at	Darlene Edler	Turn 0 1070
•	Tank School.	por reme "rater	June 8, 1972
Turndon			
- Tuesday	Planning - Aquatic Program	Mrs. Jeanne Wright	October 16, 1972
		Barb Giolakis - YWCA	
		Peggy Crawford - Aquat	c
en de la companya de la companya de la companya de la companya de la companya de la companya de la companya de La companya de la companya de la companya de la companya de la companya de la companya de la companya de la co		Director at YWCA	
- Tuesday	Home visits to identify and con-	Joanna Waight Titl	
	tact disadvantaged families with	Jeanne Wright - Title ] Social Worker	October 16, 1972
		School Health Nurse	
- Wednesday			
	Inservice needs survey to survey	John Bricco	September 15, 19
	population.		-p
er all var vite e v	Adult voluntees tutos	<b>.</b>	
	Adult volunteer tutor workshop begins.	Catherine Bertler	November 6, 1972

EXPECTED	1972-73 PROJECT YEAR	PERSONS	COMPLETION
( DATE	ACTIVITIES, MATERIALS & FACILITIES	RESPONSIBLE	DATE
SEPTEMBER 1972			
15 - Friday	Conferences on Nicolet Human Relations Program	Edwin B. Olds Reynold Swanson	September 15, 1
		Helen Ferslev Wayne Gladous John Bricco	
		John Sewell Nicolet Human Relation Coordinator.	
18 - Monday	Compile and evaluate the survey letters from parents pertaining	John Sewell John Bricco	September 22, 1
	to their choice of inservices for the 1972-73 school year. Plans and budgets have been completed	Susan Kraft Jeanne Wright Joanne Kleist	
	for these inservices.	Darlene Edler Dorothy Reisinger Mary Ann La Violette	
		Elenore Seifert Evelyn Bottger Donald Lueck	
20 - Wednesday 21 - Thursday 22 - Friday	Trees for Tomorrow Camp for West High youth tutoring youth program. (Tentative dates)	C.F. Baime	September 24, 7
22 - Friday	Afternoon to tally a survey letter to be sent out to the Title I	John Bricco	September 22, 19
	patrons concerning the selection of 1972-73 workshop topics. Returned to building specialists by September 15.	Susan Kraft Jeanne Wright Joanne Kleist	
	by September 15.	Darlene Edler Dorothy Reisinger Mary Ann La Violette	
		Elenore Seifert Evelyn Bottger Donald Lueck	
29 - Friday	Inservice: Gerald Downey, Dir. of pupil Personnel Services at Lake Tahoe. This inservice will	Gerald Downer Darlene Edler	September 29, 19
	pertain to parent involvement activities.	Joanne Kleist	
	ing the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of t		

EXPECTED	1972-73 PROJECT YEAR	PERS ONS	COMPLETION
DATE	ACTIVITIES, MATERIALS & FACILITIES	RES PONS I BLE	DATE
OCTOBER 1972			
2 - Monday	The Pilot Program of Youth Tutoring Youth will begin at Norwood and Oak Grove schools.	Susan Kraft Joanne Kleist	June 8, 1972
2 - Monday thru 31 - Tuesday	Creative Crafts Inservice. A one one-half day workshop for parents in each of the fourteen target area schools.	Martha Harvey Title I staff	October 31, 1972
16 - Monday thru 27 - Friday	Howe School Pilot Program "Water Babies" swim program at YWCA for preschoolers 3-5 years of age.	Jeanne Wright Barb Biolakis Peggy Crawford	October 27, 1972
9,- Thursday	Parent Council Meeting 9:30 - 11:3	D John Sewell	October 19, 1972
24 - Tuesday thru 26 - Thursday	Parent-Teacher Conferences	Title I staff	October 26, 1972
0 - Monday thru - December	Howe School Pilot Program Psychomotor Skills Program for preschoolers 3-5 years of age.	Jeanne Wright / Bill Sterrett	December 8, 1972
OVEMBER 1972			
- Thursday - Friday	Wisconsin Education Association Milwaukee	<b>WEA</b>	November 3, 1972
- Monday	Adult volunteer workshop training ends.	Catherine Bertler	November 6, 1972
O - Friday	Friday afternoon Inservice for TitleI staff with Martha Harvey on Creative Crafts.	Martha Harvey Title I staff	November '10, 197
CEMBER 1972			
5 - December	Christmas Recess		January 2, 1973
NUARY 1973			
- Tuesday	Parent Council Meeting	John Sewell	January 9,1973

EXPECTED	1972-73 PROJECT YEAR	THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PERSON NAMED IN THE PE	
DATE	ACTIVITIES, MATERIALS & FACILITIES	PERSONS RESPONSIBLE	CCMPLETION DATE
TANIIADY 1070			
JANUARY 1973			
12 - Friday	Teacher Work day (½ day) for all elementary teachers.	Edwin B. Olds Reynold Swanson Principals	January 12, 1973
12 - Friday		Teachers	
	Iowa Basic Tests	Classroom Teachers	January 26 , 1973
26 - Friday	Inservice for parents which will revolve from the fall 1972 Survey letter sent to parents listing a choice of inservice ideas. Plans and budgets have been completed and alternate inservices have been budgeted.	Evelyn Botton	January 26, 1973
*			
FEBRUARY 1973			
5 - Monday thru 18 - May	Howe School Pilot Program Arts and Crafts at YWCA for preschoolers ages 3-5	Jeanne Wright Barb Giolakis	May 18, 1923
9 - Friday (½ day)	Inservice program for parents which will revolve from the 1972 Survey letter sent to parents listing a choice of inservice idea Plans and budget are completed and alternate inserves have been budgeted.	Dorothy Reisinger Elenore Seifert John Bricco Morva Faulds	February 9, 1973
MARCH 1973			
13 - Tuesday	Parent Council Meeting	John Sewell	March 13, 1 973
20 - Tuesday thru	Parent - teacher conferences	Title I staff	March 22, 1973
22 - Thursday			
		l de frei Programme de la companya de la companya de la companya de la companya de la companya de la companya de la comp	
APRIL 1973	and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s		
13 - Friday	No School - Northeastern Wisconsin Educational Association	PWR PW PW PW PW PW PW PW PW PW PW PW PW PW	April 13, 973
16 - Monday thru ( 9 - Thursday	Metropolitan Achievement Tests Grades Kindergarten - Second	Classroom teachers Title I staff	April 19, 1973
ERIC			
Full Year Provided by ERIC	and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s	relation of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the late of the la	-

EXPECTED DATE	1972-73 PROJECT YEAR	PERSONS	COMPLETION
	ACTIVITIES, MATERIALS & FACILITIES	RESPONSIBLE	DATE
APRIL 1973			
20 - Friday	Easter Vacation		April 30, 197
30 Monday	Begin testing and evaluation of of Title I students	Title I staff	May 4, 1973
MAY 1973			
1 - Tuesday	Continue and complete testing and evaluation of Title I students.	Title I staff	May 4, 1973
8 - Tuesday	Parent Council Meeting	John Sewell	May 8, 1973
18 - Friday	½ day teacher clerical day - all schools.	Edwin B. Olds Reynold Swanson Principas	May 18, 1973
18 - Friday	Summarize Evaluations of project activities.	Jeanne Wright	
JUNE 1973			
4 - Monday thru 8 - Friday	Title I Evaluation Week	John Sewell John Bricco and entire Title I st	June 8, 1973
11 - Monday	4-H Summer Camp	John Sewell Dale Sabo	June 15, 1973
	<b>v</b>		

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#### GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

(To be completed by LEA and returned with application to Title I Supervisor)

RATIONALE: To assure understanding and expedite approval of project applications following are our perceptions of the specific checklist items:

ITEM	GUIDELINE	LEA DESCRIPTION	D.P.I.
1. PLANNING & EVALU- ATION	a. Planning & evaluation requires the involvement of	1. MAKE UP OF TITLE I ADVISORY COUNCIL:	REVIEW
- Parents - Non public	various groups or agencies in the inception & develop-	A. Parents of Title I Participants Names:	
- CAP	ment of program design.	1. Cokins, Pam	
- LEA Staff	b. Planning & evaluation should be a continuous,	2. Edwards, Deanne	<b>a</b>
- Representatives of other Federal	ongoing process.	3. Harvey, Martha	100
Programs	c. Title I program should be planned as an inte-	4. Herlache, Betty	
- Other Community Amencies	gral part of the total school program.	5. Hoeffel, Peggy	
- Other Professional	d. Previous year's project evaluation should be	6. Kaiver, Delores 7. Liesch, Barbara	
Groups	reflected in contin- uous program planning.	8. Meszkiewicz, Deanne	
	e. Parents & nonpublic	9. Pierquet, Shirley	
	school's role in plan- ning & evaluation should		
*	be expanded, & involve- ment should be from the inception.	11. Schippel, Lois	
		12. Seidl, Marcella	
		13. Tetting, Pat	
		14. Wendt, Shirley	
		B. Local-School Personnel, Names:	
		1. Blomiley, Robert	
		2. Bricco, John P.	. 1
		3. Reisinger, Dorothy	
		4. Schroeder, Beverly	
•		5. Sewell, John	

#### State Department of Public Instruction

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ITEM	GUIDELINE	LEA DESCRIPTION	D.P.I. REVIEW
1. PLANNING & EVALU-	a. Planning & evalua-		VEATEM
ATION	tion requires the		
	involvement of	C. Other	
- Parents	various groups or	John Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, Street, S	
,	agencies in the	1. Galbraith, William	
- Non public	inception & develop-	American Ded Organ	1
	ment of program design.	American Red Cross and	
- CAP	man or program design.	United way Council.	1
	b. Planning & evaluation	O Cally Dil	Ì
- LEA Staff	should be a continuous,	2. Sabo, Dale	1 4
	ongoing process.	UW Extension and 4-H Youth	
- Penresentatives	ongoing process.	en de la companya de la companya de la companya de la companya de la companya de la companya de la companya de La companya de la companya de la companya de la companya de la companya de la companya de la companya de la co	
of other Federal	O Title Townson about		
Programs	c. Title I program should	2. PLAN FOR INVOLVEMENT OF ADVISORY	
. 1-06-1-0119	be planned as an inte-	COUNCIL IN PLANNING & EVALUATION	
- Other Community	gral part of the total	OF PROJECT.	
Arencies	school program.		1.5
Amendies		Through a new, and expanding	
041	d. Previous year's project	advisory council the target area	
- Other Professional	evaluation should be	school-community is drawing closer	
Groups	reflected in contin-	together for serving needs of its	
i National III	uous program planning.	disadvantaged children. This is	
		being accomplished through the	
and market and a second property (	e. Parents & nonpublic	representative nature of this	er esi kari
a fara jeto tek	school's role in plan-	committee, a majority of which	error and a
	ning & evaluation should	are target school parents. In	
	be expanded, & involve-	turn, school and community members	
	ment should be from the	are selected for their individual	
	inception.	input to those local resources	
		best able to supplement program	. Minara
		services to project children.	
		A Project CIT ICE EII	tt t
		During 1972-73 term a minimum of	
		four council meetings will be held.	12
		These will have the two-fold pur-	44
		pose of assessing the on-going	
		program and analog the on-going	
		program and projecting needs for	- 44
	Ť	1973-74 term. William Galbraith	
· · · · · · · · · · · · · · · · · · ·	Anna ann an Aireann an Aireann an Aireann an Aireann an Aireann an Aireann an Aireann an Aireann an Aireann a	and Dale Sabo, from their positions	277.27
		IN AMERICAN Red Effect and INVERSE	
		in American Red Cross and UW-Ext.	
		Youth programs, will serve as	
		Youth programs, will serve as advisors to key resources among	
		Youth programs, will serve as advisors to key resources among community people and agencies.	
		Youth programs, will serve as advisors to key resources among community people and agencies.  At the same time, school staff	
		Youth programs, will serve as advisors to key resources among community people and agencies.  At the same time, school staff representatives are those with	
		Youth programs, will serve as advisors to key resources among community people and agencies.  At the same time, school staff	0

program groups.

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#### GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

(To be completed by LEA and returned with application to Title I Supervisor)

RATIONALE: To assure understanding and expedite approval of project applications following are our perceptions of the specific checklist items:

ITEM	GUIDELINE	LEA DESCRIPTION	D.F
1. PLANNING & EVALU-ATION  - Parents  - Non public  - CAP  - LEA Staff  - Representatives of other Federal Programs  - Other Community Agencies	a. Planning & evaluation requires the involvement of various groups or agencies in the inception & development of program design.  b. Planning & evaluation should be a continuous, ongoing process.  c. Title I program should be planned as an integral part of the total school program.	2. (Continued)  Building project staff will be responsible to their principal and take part in school staff duties. At the central staff level instructional concerns will be channelled through director of elementary and secondary education. In these ways, we will seek maximum integration of the program into regular school district activities.	•
- Other Professional Groups	<ul> <li>d. Previous year's project evaluation should be reflected in continuous program planning.</li> <li>e. Parents &amp; nonpublic school's role in planning &amp; evaluation should be expanded, &amp; involvement should be from the inception.</li> </ul>		

ITEM	GUIDELINES	LEA DESCRIPTION
P. NEEDS	a. Includes those	Needs, locally assessed and a
- Intellectual	areas of deficiency in the school pro-	below according to type.
- Physical	gram which do not match the child at	A. Intellectual
- Social	his level of development.	1. A need for a more enriched back-
- Emotional	b. Assessment of needs	ground such as real and vicarious experiences that will provide
Note: Please	will relate to specific change(s)	students with educational accessed
relate the above to the identified	expected in the child which will	that recognize individual needs.
needs in your pre-	allow him to learn	2. A need to develop better oral
liminary project description.)	at his maturational level.	and written communication skills in order to help improve self-
		Image and instill a more positive
	c. Needs, as identi-	attitude toward the learning process.
	fied, form the basis for the	3. A need to provide stud-4-
	development of	means to assume greater recognit
	behavioral objectives.	bilities for their own education.
		4. A need to provide students with
		une opportunities to develop
		their individual interests and abilities both at school and home.
		5. A need to guide students in devol
		oping and improving intelligent
		self-direction, self-discipline, and self-control.
		6. A need to provide opportunities
		or a greater appred ation and
		love for good literature.
		7. A need for an elementary psychologist, especially for ESEA-Title I,
		to shorten the present waiting
		period for effective child ccun- seling and testing.
		8. A need of parents to understand their children's needs.
		and the second of the Agent with the Control of the State of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second
		9. A need for understanding, on the part of classroom teachers, toward
		disadvantaged children and the ESEA-Title I program.
		10. A need for both classroom and
<b>9</b>		ESEA-Title I center teachers to
Sylded by ERIC		have more adult assistance in details of classroom instruction
	17 <b>d</b>	in elementary schools.

a. Includes those areas of deficiency in the school program which do not match the child at his level of development.  - Emotional  b. Assessment of needs will relate to specific change(s) expected in the child which will needs in your preliminary project  a. Includes those areas of deficiency in the school program which do not match the school program which do not wisual perception and psychomotor development, must be redefined for children, i.e.:  1. Need for freedom of movement (as with creative movements)  2. Need for perceptual development to distinguish among such senses, as smell, tactile differences.	TTEM.	GUIDELINES	LEA DESCRIPTION	D.]
- Physical - Social - Social - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional - Emotional -		areas of deficiency in the school pro-	Two areas of related physical obtile	# 11 N
- Emotional  b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level.  c. Needs, as identified, form the basis for the development of behavioral objectives.  c. Needs, as identified, form the basis for the development of behavioral objectives.  c. Need for querel physical checkups among pupils.  c. Need for auditory perception skills to distinguish among: Sounds-environmental, letters words. Patterns-rhyming words Listening-keys to certain words  6. Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses & differences.  7. Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and medical care such as dental and		match the child at his level of	development, must be redefined for	
to the identified leeds in your pre- liminary project lescription.)  c. Needs, as identi- fied, form the basis for the development of behavioral objectives.  c. Need for adequate visual screening among pupils.  c. Need for additory perception skills to distinguish among: Sounds-environmental, letters words.  Fatterns-rhyming words Listening-keys to certain words  6. Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses & differences.  7. Need for motor cordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such es dental and medical care such es dental and	- Emotional	<pre>b. Assessment of needs   will relate to   specific change(s)</pre>	(as with creative movements)  2. Need for perceptual development	
lescription.)  level.  c. Needs, as identified, form the basis for the development of behavioral objectives.  5. Need for queral physical checkups among pupils.  5. Need for auditory perception skills to distinguish among: Sounds-environmental, letters words. Patterns-rhyming words Listening-keys to certain words  6. Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses & differences.  7. Need for motor cordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and	to the identified needs in your pre-	child which will allow him to learn	Constinguish among such sensor	
fied, form the basis for the development of behavioral objectives.  5. Need for auditory perception skills to distinguish among: Sounds-environmental, letters words. Patterns-rhyming words Listening-keys to certain words  6. Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses & differences.  7. Need for motor cordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and	liminary project lescription.)		<ol> <li>Need for adequate visual screening among pupils.</li> </ol>	<b>1</b>
behavioral objectives.  to distinguish among:  Sounds-environmental, letters words.  Patterns-rhyming words Listening-keys to certain words  6. Need for visual perception skills to help: Distinguish shapes, sizes, colors. Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring. Distinguish likenesses & differences.  7. Need for motor cordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and		fied, form the basis for the	4. Need for general physical check- ups among pupils.	
6. Need for visual perception skills to help:  Distinguish shapes, sizes, colors.  Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring.  Distinguish likenesses & differences.  7. Need for motor coordination skills to:  Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and		behavioral objec-	Sounds-environmental, letters words. Patterns-rhyming words	
Distinguish shapes, sizes, colors.  Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring.  Distinguish likenesses & differences.  7. Need for motor cordination skills to:  Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc.  8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and			Listening-keys to certain words	
8. Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and			Distinguish shapes, sizes, color Provide eye-hand coordination problems in activities such as cutting, puzzles, coloring.	de de
nutrition, physical fitness, and medical care such as dental and			ball handling, hopping, left and right eye and bodily move-	
			nutrition, physical fitness, and medical care such as dental and	
	Constitution of the second			

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#### GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D. REV
Puysical - Social	a. Includes those areas of deficiency in the school program which do not match the child at his level of development.	C. Social  Enriched social environments will offer social experiences in order to expand the total environment of each child, to these needs:	N.B.V
- Emotional  Note: Please relate the above to the identified needs in your pre- liminary project description.)	b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level.	<ol> <li>Need for community interaction         Developing friendly community         atmosphere.         Involving resource people of         the community.</li> <li>Family Interaction         Involve family as a unit in</li> </ol>	
	c. Needs, as identi- fied, form the basis for the development of behavioral objec- tives.	both school and social activi- Promote a better means of communication within the family.  3. Overcome lack of cultural experiences among project children.	ties. i-
		Provide students with a variety of cultural experiences. Expose and make child aware of the various cultural opportunities available to him.	•
			-
i	†	· · · · · · · · · · · · · · · · · · ·	

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
- Intellectual - Physical - Social - Emotional  Vote: Please relate the above to the identified leeds in your pre- iminary project lescription.)	a. Includes those areas of deficiency in the school program which do not match the child at his level of development.  b. Assessment of needs will relate to specific change(s) expected in the child which will allow him to learn at his maturational level.  c. Needs, as identified.	<ul> <li>Enrichment activities will attempt to meet individual emotional needs of children, such as:</li> <li>Need for self-pride and increased awareness of one's own worth.</li> <li>Need for pride in, and knowledge of one's own ethnic and cultural background.</li> <li>Need for pride in, and knowledge of, one's local community.</li> <li>Need for opportunities to develop self-control.</li> </ul>	
	fied, form the basis for the development of behavioral objectives.	<ul> <li>5. Need for opportunities to learn without tension through no-competitive and creative activities</li> <li>6. Need for ability of adequate self-expression with other people</li> </ul>	
	1.	<ol> <li>Need for opportunities of adult guidance.</li> </ol>	-
	Caj .	_{ege} this	<b>.</b> **

ITEM	GUIDELINES	
BEHAVIORAL OBJECTIVES  -Relate to needs -Population -Content Cognitive Affective	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal.  b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique.	Ī
	* Content can include academic achievement, personal, social, & physical development.	

#### LEA DESCRIPTION

D.P / REVIEW

FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)

- I. Affective Objectives
  - A. Grade Level Pre-K
    - 1. Behavioral Objective Affective No. 1

Through cultural experiences and educational play approximately 50 selected four year olds of the Tank Elementary School area will display emotional development by improving their image of themselves and their immediate surroundings. Such growth will be measured by teacher observations and parent evaluations to determine whether or not a positive growth has been made in this area.

2. Relationship to needs to be served.

Social #3 - Overcome lack of cultural experiences among project children.
Emotional #1 - Need for self-pride and increased awareness of one's own worth.
Emotional #2 - Need for pride in, and knowledge of, one's own ethnic and cultural background.

1. Behavioral Objective - Affective No. 2

Through language development experiences, approximately 50 selected four year olds of the Tank Elementary School area will display social development by improving in their ability to play alone, share with others in the small group to larger groups depending on the type of activity needed as measured by their willingness to participate as well as the length of time which might be spent on that activity. The child's interaction will be measured by teacher observation as to his degree of co-operation shown in the developmental stages of playing by himself, parallel play, and eventually play in an atmosphere of general-to-formal in : nature.

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( 4	GUIDELINES	LEA DESCRIPTION	D.P.; REVIEW
BEHAVIORAL OBJECTIVESRelate to	a. Each objective should relate to those areas of needs, program	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)	
needs -Population	activities, and evaluation with	I. Affective Objectives (Continued)	
-Content	which the program proposes to deal.	Grade Level Pre-K, Affective No. 2 (Continue	d)
Affective Psychomotor		2. Relationship to needs to be served.	
-Change expected &	objective should be written to include the four variable:	Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities.	
degree of	<pre>(elements?) of: (l) Population to</pre>	B. Grade Level 1-6	
-Measurement	be served, (2) Content	1. Behavioral Objective Affective No. 3	
	involved*, (3) De- gree of change expected, and (4) Measuring technique.	Through selected cultural and social experiences which are relevant to reading awareness, identified and participating students in this ESEA-Title I program of community interaction, family interaction and cultural enrichment will show positive growth in self-concept as measured by	1, /e
	* Content can include academic achievement, personal, social,	teacher-made attitude scales to be completely students, teachers, and parents. Such positive growth is defiined by the standard of observable behavior incorporated in the evaluations instrument.	nrde
·	& physical develop- ment.	<ol><li>Relationship to needs to be served.</li></ol>	
		Intellectual #2 - A need to develop bette oral and written communication skills i order to help improve self-image and instill a more positive attitude toward the learning process.	n
		Social #1 - Need for community interaction Social #2 - Family Interaction Social #3 - Overcome lack of cultural ex-	
		periences among project children.  Emotional #1 - Meed for self-pride and in creased awareness of one's own worth.  Emotional #2 - Need for pride in, and known	-
		ledge of, one's own ethnic and cultural background.	
		Emotional #3 - Need for pride in, and knowledge of, one's local community.	W-

ITEM	GUIDELINES	LEA DESCRIPTION	D.P REV
E BEHAVIORAL	a. Each objective	FORMAT: (Sreak down by Grade Level Groupings;	
OBJECTIVES	should relate to	i.e., Pre-K; K; early elementary;	1
	those areas of	later elementary; secondary.	1
-Relate to	needs, program	rater elementary, secondary.	
nee is	activities, and	I. Affective Objectives (Continued)	
-Population	evaluation with	I. Affective Objectives (Continued)	
-Content	which the program		1
Cognitive	which one program	B. Grade Level 1-6 (Continued)	
Affective	proposes to deal.		
	- ·	1. Behavioral Objectives - Affective No. 4	
Psychomotor	b. The behavioral	(Norwood and Oak Grove Pilot)	
	objective should be		
-Change	written to include	Through an organized cutoring program, parti-	Ĺ
expected &	the four variables	cipating ESEA-Title I Elementary students	ĺ.
degree of	(elements?) of:	will enhance their self-image and develop a	١.
4, 1	(1) Population to	hackground that will increase and develop a	1.
-Measurement	be served,	background that will increase readiness for	1.
	(2) Content	reading achievement. The intermediate studer	nts
	involved*, (3) De-	will be paired with primary students. Time	
·	gree of change	for planning and making materials will be	
		included in the center teacher's weekly	
বা	expected, and	schedule. Evaluation will be by teacher	
	(4) Measuring	observation and checklist on attitudes to-	
	technique.	ward school, peers and learning.	
11			
i i	,	2. Relationship to needs to be served.	
:	·		
j	Í	Intellectual #1 - A need for a more enriched	
	* Content can	background such as real and vicarious ex-	
	include academic	perionees that will amend to the total	
	achievement,	periences that will provide students with	
	personal, social,	educational activities that recognize in-	
	& physical develop-	dividual needs.	
	ment.	Intellectual #2 - A need to develop better	
	meno.	oral and written communication skills in	
	्रज्य कर 4 दर	order to help improve self-image and insti-	11
		a more positive attitude toward the learn-	
	ļ	ing process.	100
	,	Intellectual #3 - A need to provide students	
		with the means to assume greater res-	
	' -	ponsibilities for their own education.	
		Intellectual #4 - A need to provide students	• •
	· 1	with the appendint to a to the state of	
		with the opportunities to develop their	
		individual interests and abilities both	
}		at school and at home.	
	· ·	Emotional #1 - Need for self-pride and in-	+
		creased awareness of one's own worth.	
	· · · · · · · · · · · · · · · · · · ·	Emotional #4 - Need for opportunities to	
		develop self-control.	· .
		Emotional #5 - Need for opportunities to	1
		learn without tension through non-com-	÷
		petitive and creative activities.	
		Emotional #6 - Need for ability of adequate	jarsa 1
1			<i>^</i>
	in the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of th	self-expression with other people.	
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Emotional #6 - Need for ability of adequate self-expression with other people. Emotional #7 - Need for opportunities of

adult guidance.

_( 'EM	GUIDELINES	LEA DESCRIPTION	D
OBJECTIVES  -Relate to needs -Population -Content Cognitive Affective	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal.  b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)  I. Affective Objectives (Continued)  C. Grade Level 4-12  l. Affective No. 5 - Behavioral Objective (St. Joseph's Home for Boys)  The boys at St. Joseph's Home, through learni experiences with emphasis on reading and mathematics, will show positive growth in self-concept, increasing development of personal goals, and more positive attitudes towards others. This growth will be measured by staff-made attitude scales to be completed by the boys, teachers, and teacher-aide. Positive growth is defined by the standards of observable behavior incorporated in the evaluative intruments.	,
	technique.	2. Relationships to needs to be served.  Intellectual #1 - A need for a more enriched	
	* Content can include academic achievement, personal, social, & physical development.	background such as real and vicarious ex- periences that will provide students with educational activities that recognize in- dividual needs.  Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and in- still a more positive attitude toward the learning process.	•
		Physical #5 - Need for auditory perception skills to distinguish among: Sounds, Patterns, and Listening.  Physical #6 - Need for visual perception,	
		skills.  Social #3 - Overcome lack of cultural experiences among project children.  Fmotional #1 - Need for self-pride and increased awareness of one's own worth.  Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities.	

TEM	GUIDELINES	LEA DESCRIPTION	D RE
BEHAVIORAL OBJECTIVES	a. Each objective should relate to those areas of	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary;	
Relate to	needs, program activities, and	later elementary; secondary.)  I. Affective Objectives (Continued)	
Population	evaluation with		
Content Cognitive	which the program proposes to deal.	D. Grade Level 7-12	
Affective Psychomotor	b. The behavioral	<pre>l. Behavioral Objective - Affective No. 6     (Our Lady of Charity)</pre>	
īnan ge	objective should be written to include	Approximately 87 junior-senior high age girl	-
expected & degree of	the four variables (elements?) of:	in Our Lady of Charity School participating in this music appreciation program of choral	1
Measurement	<ol> <li>Population to be served,</li> </ol>	music will be able to: Compete in the district music festival.	
٠	(2) Content involved*, (3) De-	Perform as a musical group at two public performances.	
1	gree of change	Identify musical contributions and contemporary artists, will classify them as	m –
	expected, and (4) Measuring	folk music, western, musical stage pla	ys
,	technique.	and pop music.  Evaluation will be accomplished by a 10-poin	t
		rating scale of observable pupil behaviors.	
,	* Content can	<ol><li>Relationship to needs to be served.</li></ol>	
	include academic	Intellectual #1 - A need for a more enriched background such as real and vicarious	
	achievement, personal, social,	experiences that will provide studets	
	& physical develop- ment.	with educational activities that re- cognize individual needs.	
		Physical #5 - Need for auditory perception skills to distinguish among: sounds-	
		environmental, letters, words, & pattern -rhyming sounds, & listening-keys to	5
-		certain words.  Social # 3 - Overcome kok of cultural ex-	
		periences among project children.	
		Emotional #1 - Need for self-pride and increased awareness of one's own worth.	
		Emotional #5 - Need for opportunities to learn without tension through non-	
		competitive and creative activities. Emotional #7 - Weed for opportunities of	
. 1	: /	adult guidance.	
	•	1. Behavioral Objective - Affective No. 7	1.2
		Through a two-part tutoring program, twenty- five ESEA-Title I sophomores of West High school will tutor disadvantaged pupils of	

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ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I REVIEW
.( HAVIORAL OBJECTIVES	a. Each objective should relate to those areas of	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)	
-Relate to needs -Population	needs, program activities, and evaluation with	of East High School will be tutored by adult volunteer tutors, individuals of both	
-Content Cognitive Affective Psychomotor	which the program proposes to deal. b. The behavioral	groups will improve in their self-concept.  Evaluation will be by pre-and-post parent- classroom teacher, student subjective voting	
-Change	objective should be written to include	scales of observable behaviors.	_
expected & degree of	the four variables (elements?) of:	2. Relationship to needs to be served.  Intellectual #2 - A need to develop better	
-Measurement	(1) Population to be served, (2) Content	oral and written communication skills in order to help improve self-image and instill a more positive attitude toward	
	involved*, (3) De- gree of change expected, and	the learning process.  Intellectual #3 - A need to provide students with the means to assume greater responsi	_
	(4) Measuring technique.	bilities for their own education. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both	
	* Content can include academic achievement,	at school and at home. Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and	
	personal, social, & physical develop- ment.	self-control.  "motional #1 - Need for self-pride and in- cressed awareness of one's own worth.  Emotional #4 - Need for opportunities to	
		develop self-control.  Emotional #5 - Need for opportunities to learn without tension thrugh non-com- petitive and creative activities.	₹
٠,.		Fmotional #6 - Need for ability of adequate self-expression with other people. Emotional #7 - Need for opportunities of	
		adult guidance.	
•		E. Grade Level: Adult	
		1. Behavioral Objective - Affective No. 8 All Target Schools-Human Resouces Survey	
· · · · · · · · · · · · · · · · · · ·		ESEA-Title I center teachers and target area classroom teachers will contribute, during their October, 1972, parent conferences, to	
		the completion of a human resources survey, among target area parents, in order to create an awareness of these persons, or others, as	e i Name de la seconda de la seconda de la seconda de la seconda de la seconda de la seconda de la seconda de la s Name de la seconda de la seconda de la seconda de la seconda de la seconda de la seconda de la seconda de la s
<u>I</u> C		they could relate to classroom enrichment activities. Evaluation of theproject will be	
ind by ERIC		the preparation, by each target school center teacher, of a minimum list of 10 resource peo	

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ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
BEHAVIORAL OBJECTIVES	a. Each objective should relate to those areas of	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)	)
-Relate to .	needs, program activities, and	I. Affective Objectives (Cont.)	
-Population -Content Cognitive	evaluation with which the program	F. Grade Level: Adult	
Affective	proposes to deal.  b. The behavioral	Affective No. 8 (Cont.)	
-Change	objective should be written to include	2. Relationship to need to be served.	
expected & degree of	the four variables (elements?) of: (1) Population to be served,	Social #1 - Need for community interaction. Emotional #3 - Need for pride in, and know- ledge of, one's local community. Emotional #7 - Need for opportunities of adu guidance.	lt
	<pre>(2) Content involved*, (3) De- gree of change</pre>	F. Grade Level: Pre-K )2-3) Adult	
	expected, and (4) Measuring technique.	<ol> <li>Behavioral Objective - Affective No. 9         Tank-Pilot Project, Second Year     </li> </ol>	:
	* Content can include academic achievement, personal, social, & physical development.	Through selected parent-teacher experiences in various sized groupings, participating parents in the ESEA-Title I program, 1972-73, will demonstrate an improved understanding of children and how the school relates to them. Evaluation will be as follows:  1. Confidential pre-and-post parent, checklist of pupil attitudes.  2. Confidential pre-and-post teacher checklist of pupil attitudes.  3. School anecdotal records from teacher	
		observations. Evaluative instruments other than anecdotal records will be completed, in September, 1972 by Tank School Title I project staff and selected parents.	•
		2. Relationship to needs to be served.	
		Intellectual #8 - A need of parents to under- stand their children's needs.  Physical #8 - Need for opportunity for proper nutrition, physical fitness, and medical care such as dental and optical.  Social #1 - Need for community interaction.  Social #2 - Family interaction.  Emotional #7 - Need for opportunities of adult guidance.	

TTEM	GUIDELINES	LEA DESCRIPTION	D.P.I.
( L MENAVIORAL			REVIEW
OBJECTIVES	a. Each objective	FORMAT: (Break down by Grade Level Groupings;	
ADOROTIATO	should relate to	i.e., Pre-K; K; early elementary;	
-Relate to	those areas of	later elementary; secondary.)	
needs	needs, program	Affective Objectives; (Continued)	1
	activities, and	(Continued)	
-Population	evaluation with	F. Grade Level Pre-K Adult (cont.)	
-Content	which the program	Orage Level Fre-K Adult (cont.)	
Cognitive	proposes to deal.	1 Debastional Old at	
Affective	1	1. Behavioral Objective - Affective No. 10	
Psychomotor		Parent-School Human Relations	
	objective should be	Nicolet Pilot Program	
-Change	written to include	The same	
expected &	the four variables	Through selected parent education experiences	•
degree of	(elements?) of:	MILLI & PART-TIME PROTESSIONAL DARGON TONTO	•
•	(1) Population to	senting the school, participating parents in	
-Measurement	be served,	the second of the manufacture of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second	
ŧ	(2) Content	di improved understanding of themeolype i	
•	involved*, (3) De-	their children, their neighborhood school	
	gree of change	and their school community.	
	expected, and		
	(4) Measuring	Evaluation will be by increased parent parti-	• •
	technique.	Cipation in school activities such as incomed as	
,		educational meetings, working as volunteer	
		aides in the classroom, and social involvement	
		designed to further enhance their self-image.	
į		Coffee hours, pot lucks, school dinners,	
	* Content can	block clubs, are possible examples.	
		bossible examples.	
	include academic	Degrees of observable change in pupil be-	
	achievement,	haviors as reported by sevents	
	personal, social,	haviors, as reported by parents, will be	
	& physical develop-	measured by instruments to be developed in	
	ment.	the fall, 1972, by the Nicolet principal	
		and the professional person concerned.	
		2. Relationship to need to be sorved	
		2. Relationship to need to be served.	
		Twenty and the	
1	1	Intellectual #4 - A need to provide students	
		with the opportunities to develop their	:
		individual interests and abilities both	
		at home and at school.	
		Intellectual #8 - A need of parents to	
	" <i>p</i>	understand their children's needs.	
	1	Social #1 - Need for community interaction.	•
		Social #2 - Family Interaction	
		Social #3 - Overcome lack of cultural ex-	
		periences among project children.	
		Emotional #1 - Need for self-pride and in-	
		creased awareness of one's own worth.	
	ing the grant of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of	Emotional #2 - Mood for and distance with.	
		Emotional #2 - Need for pride in, and know-	- 1
		ledge of, one's own ethnic and cultural	
	$I_{i}$	background.	
		Emotional #3 - Need for pride in, and know-	
EDIC		ledge of, one's local community.	- 4
EKIU. "			

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
. BEHAVIORAL	e Fach chicotism	FORMAT: (Break down by Grade Level Groupings:	- \
OBJECTIVES	a. Each objective should relate to	· · · · · · · · · · · · · · · · · · ·	
(15)ECIT AE9	I .	i.e., Pre-K; K; early elementary;	
-Relate to	those areas of	later elementary; secondary.)	
needs	needs, program	TT Completion Objections	
	activities, and	II. Cognitive Objectives	
-Pojulation	evaluation with	A. Grade Level - Presk (Tank Elementary only)	
-Content Cognitive	which the program	A. Grade Level - Pre-K (Tank Elementary only)	
Affective	proposes to deal.	1 Pohordona) Objective October	
	m	1. Behavioral Objective - Cognitive No. 1	
Psychomotor		Amananimata), 25 A., 33 A., 43	t i
O	objective should be	Approximately 35 four-year olds will attend	
-Change	written to include	a modified kindergarten readiness program	
expected &	the four variables	designed to increase each child's knowledge	
degree of	(elements?) of:	of his world, his home, his school, and his	
M	(1) Population to	community. Toward these areas, he will	
-Measurement	1	demonstrate positive development in attitudes	
	(2) Content	reflecting a beginning of the learning skills	
	involved*, (3) De-	processes basic to all the fields of know-	
:	gree of change	ledge, examples being: health, science,	
	expected, and	social science, mathematics, language erts	
	(4) Measuring	areas, art, and music.	
	technique.		
		Evaluation will be through mastery of prin-	
:		ciples in various educational games, to be	'
	1	designed by the teacher in September, 1972,	
×		and through the Peabody Test of Basic Ex-	
•	* Content can	periences. In addition, a May, 1973,	
	include academic	Metropolitan readiness will be administered	
	achievement,	to Tank kindergarten children. Scores of	
:	personal, social,	kindergarten pupils in the initial pilot	
· .	& physical develop-	group of 4-year olds, 1971-72 term, will be	
,	ment.	compared with scores attained by earlier	
		1971-72 kindergarten children who had :aken	
,		the same test but who had not had the pre-	
	7	paratory training as four-year olds. The	
		test comparison well, in the Spring of 1974,	
		be repeated with this years 4-year old	2
•	1	to become 1973-74 kindergarteners.	2 2 2
		2. Relationship to needs to be served.	-
		Intellectual #1 - / need for a more enriched	
		background such as real and vicarious	
•		experiences that will provide students	"
		with educational activities that recognize	е
	1.	individual needs.	
· ·		Intellectual #2 - A need to develop better	
•		oral and written communication skills in	
		order to help improve self-image and in-	19
		still a more positive attitude toward the	
		learning process.	

learning process.

Intellectual #7 - A need for an elementary psychologist, especially for ESEA-Title I,

to shorten the present waiting period for effective child counseling and testing. (Provided by district)

-{ "\!	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
. BEHAVIORAL	a. Each objective	FORMAT: (Break down by Grade Level Groupings;	
OBJECTIVES	should relate to	Provide Couplings;	
	those areas of	i.e., Pre-K; K; early elementary;	ĺ
-Relate to	needs, program	later elementary; secondary.)	
needs	activities, and		
-Population	evaluation with	III Cognitive Objections (5 att )	
-Content	which the program	II. Cognitive Objectives (Continued)	
Cognitive	proposes to deal.	Count titue No. 1 (Continue 1)	
Affective	Fp to deda.	Cognitive No. 1 (Continued)	
	b. The behavioral	Dhuel had 45 Marsh Con with	*
	objective should be	Physical #5 - Need for auditory perception	
-Change	written to include	skills to distinguish among:	
expected &	the four variables	Sounds-environmental, letters, words.	
degree of	(elements?) of:	Patterns - rhyming words	
	(1) Population to	Listening-keys to certain words	
-Measurement	be served,	Physical #6 - Need for visual perception	•
ar chick o	(2) Content	skills to help: Distinguish shapes, sizes	9
	involved*, (3) De-	colors. Provide eye-hand coordinations	
	gree of change	problems in activities such as cutting,	
	expected, and	puzzles, coloring. Distinguish likenesses	ı
•	(4) Measuring	and differences.	
		Physical #7 - Need for motor coordination	
	technique.	skills to: Perform single motor tasks	•
		in ball handling, hopping, left and	
!		right eye and bodily movements instruction	nal
	! !	devices, etc.	
'	* 0	Social #1 - Need for community interaction	
	* Content can	Social #3 - Overcome lack of cultural ex-	
	include academic	periences among project children.	
	achievement,	Emotional #5 - Need for opportunities to	
	personal, social,	learn without tension through non-	
	& physical develop-	competitive and creative activities.	
	ment.	Emotional #6 - Need for ability of adequate	
		self-expressions with other people.	
		A Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Comp	•
		B. Grade Level 1-6	
1		1. Behavioral Objective - Cognitive No. 2	•
		Through language enrichment experiences, with	
* · ·		emphasis on reading, identified and partici-	
	į	pating students in the ESEA-Title I program	
		will improve in oral and written communication	n. 1
}		techniques. Evaluation will be by teacher	
		observation, standardized and non-standardized	4
		tests, and skill charts.	
ļ.		2. Relationship to needs to be served.	2
		to useds to be setved.	
	•	Intellectual #1 - A need for a more enriched	
1		hackground such as med and and and and and and and and and an	
<u>}</u>		background such as real and vicarious	i"
		experiences that will provide students	
(3)	grand to the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the sec	with educational activities that recognize	<b>)</b>
SIC .		individual needs.	
		그는 그는 그는 그는 그는 그는 그는 그는 그는 그를 가는 그를 보고 있다. 그는 그는 그는 그는 그를 가는 그를 가는 것이 되었다.	

TOEM	GUIDELINES	LEA DESCRIPTION	D.P.
BEHAVIORAL	a. Each objective	FORMAT: (Break down by Grade Level Groupings;	
OBJECTIVES	should relate to	i.e., Pre-K; K; early elementary;	Ì
	those areas of	later elementary; secondary.)	ĺ
-Relate to	needs, program	Jecondary.,	
needs	activities, and	Intellectual #2 - A need to develop better	1
-Population	evaluation with	oral and written communication skills	
-Content Cognitive	which the program	in order to help improve self-image and	la .
Affecti <b>ve</b>	proposes to deal.	Instill a more positive attitude toward	ľ
	b. The behavioral	the learning process.	
i a,y chomotor	objective should be	Intellectual #7 - A need for an elementary	
-Change	written to include	psychologist, especially for ESEA-Title	I.
expected &	the four variables	to shorten the present waiting period	
degree of	(elements?) of:	for effective child counseling and testi	ng.
·	(1) Population to	Emotional #6 - Need for ability of adequate	
-Measurement	be served,	self-expression with other people.	
	(2) Content	l Pohasi ana i Obiantian a sus an a	
	involved*, (3) De-	1. Behavioral Objective - Commitive No. 3	
	gree of change	(Pilot Program Oak Grove and Norwood)	
	expected, and	Through an organized tutoring program, part	
	(4) Measuring	cipating ESEA-Title I elementary students	-
}	technique.	both tutors and tubred, will show improvemen	+
}		in reading as measured by the Gates Mac	
!		Ginities Reading Survey and the Botel	
, ;	No. g 1 France	Phonics test.	
	* Content can		
	include academic	<ol><li>Relationship to needs to be served.</li></ol>	
	achievement,		
İ	personal, social,	Intellectual #1 - A need for a more enriched	
	& physical develop-	background such as real and vicarious	
	ment.	experiences that will provide students	
		with educational activities that recog- nize individual needs.	
		Intellectual #2 - A need to develop better	
		oral and written communication skills	
		in order to help improve self-image and	
1	<b>*</b>	instill a more positive attitude toward	•
·		the learning process.	.•
[.		Intellectual #3 - A need to provide students	
		with the means to assume greater res-	
		ponsibilities for their own education.	
		Intellectual #4 - A need to provide students	
	j	with the opportunities to develop their	
	·	individual interests and abilities both	
		at home and at school	
¥		Intellectual #7 - A need for an elementary	
1 10 7507	-	psychologist, expecially for ESEA-Title I to shorten the present waiting period	•
		for effective child counseling and testing	
		Physical #5 - Need for auditory perception	id •
		skills.	200
· • • • • • • • • • • • • • • • • • • •		Physical #6 - Need for visual perception skil	15.
		Emotional #5 - Need for opportunities to lear	'n
		without tension through non-competitive	· ·
OIC"	tinto a fino posicio di casa	and creative activities.	en Geografia
MC.		Emotional #6 - Nord for attack.	*** . ***;
rovided by ERIC	医克莱克斯氏试验 机二丁烷基甲烷基甲烷烷	Emotional #6 - Need for ability of adequate 184 self-expression with other people.	Sur El Pri

1	GUIDELINES	LEA DESCRIPTION	D.F REVI
BEHAVIORAL DEJECTIVES	a. Each objective should relate to those areas of	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary;	
-Relate to needs	needs, program activities, and	later elementary; secondary.)  II. Cognitive Objectives (Continued)	
-Population -Content	evaluation with which the program	B. Grade Level 1-6	* . *
Cognitive Affective	proposes to deal.	1. Behavioral Objective - Cognitive No. 4	
-Change	b. The behavioral objective should be written to include	Pupils participating in the ESEA-Title T.	
expected & degree of	the four variables (elements?) of:	program either in centers or in the reading clinic, will demonstrate the ability to synthesize their FSFA Title T	
-Measurement	(1) Population to be served,	thesize their ESEA-Title I program goals by assisting in the completions of these minimum activities at each center or clinic:	
·	(2) Content involved*, (3) De-	l. A video tape production  2. A super 8mm color film or 35mm film-	
· .	gree of change expected, and	strip with narrative.  3. A set of pictures illustrating the	9
	(4) Measuring technique.	1972-73 ESEA-Title I, project in each center or clinic.	
		Evaluation of these activities will be by the extent these activities are completed (other area evaluations specifically measure separate	
	* Content can include academic	skil s developed).	
	achievement, personal, social,	2. Relationship to Needs to be served.	\$ \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \frac{1}{2} \fra
	& physical develop- ment.	Inte lectual #2 - A need to develop better oral and written communication skills on order to help improve self-image	
		and instill a more positive attitude toward the learning process.	
		Intellectual #4 - A need to provide students with the opportunities to develop their	
- · · · · · · · · · · · · ·		individual interests and abilities both at school and home. Physical #7 - Need for motor coordination	
		skills to: Perform single motor tasks in pall handling, hopping, left and right	
		eye and bodily movements, instructional devices etc.	
. * .		Emotional #4 - Need for opportunities to de- velop self-control.	y d
	And the second	Emotional #5 - Need for opportunities to lear through non-competitive and creative acti	n vities
		Emotional #6 - Need for ability of adequate self-expressions with other people.  Emotional #7 - Need for opportunities of	
		adult guidance.	

REV.

ITEM:	GUIDELINES	LEA DECORTOR
		LEA DESCRIPTION
OBJECTIVES	a. Each objective should relate to	FORMAT: (Break down by Grade Level Groupings;
-Relate to	those areas of needs, program	i.e., Pre-K; K; early elementary; later elementary; secondary.
needs -Population	activities, and evaluation with	II. Cognitive Objectives (Continued)
-Content Cognitive	which the program proposes to deal.	B. Grade Level 1-6
Affective Psychomotor		l. Behavioral Objective - Cognitive No. 5
-Change expected & degree of	objective should be written to include the four variables	The ESEA-Title I instructional service center media specialist will instruct participating ESEA-Title I students and teachers within the
-Measurement	(elements?) of: (1) Population to be served, (2) Content	media to further develop communication skills.
į	involved*, (3) De- gree of change expected, and	audiences.
	(4) Measuring technique.	2. Relationship to needs to be served.
	10.	Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both
	* Content can include academic	at school and at home.  Intellectual #10 - A need for both classroom and FSEA-Title I center teachers to have
	achievement, personal, social, & physical develop- ment.	more adult assistance in details of class- room instructions in elementary schools.  Physical #7 - Need for motor coordination skills to: perform single motor tasks in ball handling, hopping, left and right
		eye and bodily movements, instructional devices, etc.  Emotional #5 - Need for opportunities to
		learn without tension through non-con- petitive and creative activities. Emotional #7 - Need for opportunities of a sult guidance.
		C. Grade Level - 4-6
		1. Behavioral Objective - Cognitive No. 6
		Through practice and performance during special ESEA-Title I music lessons, all eligible children taking part will demonstrate a basis knowledge of instrumental music by relating the

ledge of instrumental music by relating the functions of each part of their instrument, as well as reading all rhythm notes from whole and half through the 8th, as well as rests. Evaluation will be carried out by both elementary music and classroom teac ersusing non-standardized, teacher-made tests.

D.P.I. REVIEW

IMEM	GUIDELINES	LEA DESCRIPTION	7-
BEHAVIORAL OBJECTIVES	In only opleated	FORMAT: (Break down by Grade Level Groupings;	+
	1 amound retaile (0	''e', Frenk, k; early elementers.	İ
-Relate to	those areas of	later elementary; secondary.	
needs	needs, program	1	1
-Population	activities, and	II. Cognitive Objectives (Cont.)	
-Content	evaluation with		
Cogniti <b>ve</b>	which the program	C. Grade Level 4-6 Cognitive No. 6 (Cont.)	
Affective	proposes to deal.		
		2. Relationship to needs to be served.	
1 S,Y CHOMOTO?	b. The behavioral	to be served.	
-Change	objective should be	Intellectual #4 - A need to provide students	j I
expected &	written to include	with the opportunities to develop their	į
degree of	the four variables	individual interests and abilities both	
dektee OI	(elements?) of:	at school and home.	
-Measurement	(1) Population to	Intellectual #5 - A need to guide students	
-measurement	j od odriča,	in developing and improving intelligent	
	(2) Content	self-direction, self-discipline, and self	
	involved*, (3) De-	control.	-
	gree of change	Physical #5 - Need for auditory perception	
	expected, and	skills to distinguish among:	
	(4) Measuring	Sounds-environmental, letters, words.	
	technique.	Patterns-rhyming words.	
•	1	Listening-keys to certain words.	
•	!	Physical #6 - Need for visual perception	
		skills to help:	
		Distinguish shapes, sizes, colors	
	* Content can	Provide eye-hand coordination problems	
	include academic	in activities such as cutting, puzzles	;
	achievement,	coloring. Distinguish likenesses and	,
	personal, social,	differences.	
	& physical develop-	Physical #7 - Need for motor coordination	
	ment.	skills to: Perform single motor tasks	
		in ball handling, hopping, left and right	
	'	eye and bodily movements instructional	
		devices, etc.	
		Emotional #1 - Need for self-pride and in-	
	e .	creased awareness of one's own worth.	
	<i>!</i>	Fmotional #5 - Need for opportunities to	
		learn without cension through non-com-	
		petitive and creative activities.	
•		Emotional #7 Need for opportunities of	
·		adult guidance.	
		1. Behavioral Objective - Cognitive No. 7	
	W- and the same		
	Vocational reading at	Approximately 48 identified academically and	
	Our Lady of Charity	economically deprived atudents in grades 4-6	
	School will be an	with a reading deficiency of more than two	
	extension of clinic	years in relation to their reading expectancy	
(	services beyond this	Will receive diagnostic evaluations to deter-	
`	group of 48.	mine their reading needs and degree of de-	
i	1	ficiency. Remedial reading services will be	
1	i i	provided to correct deficiencies, and a con-	

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provided to correct deficiencies, and a continuous assessment will be made to determine the child's eligibility in the clinic. Individually prescribed instruction will be designed

to meet the childie moods in the -

TMEM	CUIDELINES	LEA DESCRIPTION	D.P. REV	
. BEHAVIORAL DEJECTIVES -Relate to	a. Each objective should relate to those areas of needs, program	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)		
needs -Population -Content	actavities, and evaluation with which the program	II. Cognitive Objectives (Continued)		
Cognitive Affective	proposes to deal.	C. Grade Level 4-6 Cognitive No. 7 (Continued)		
Psychomotor -Change expected & degree of -Measurement	b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) De- gree of change	2. Rebtionship to needs to be served. Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognizindividual needs. Intellectual #2 - A need to develop better oral and written communication skills in order to help improve self-image and in-	e	
	expected, and (4) Measuring technique.  * Content can include academic achievement, personal, social, & physical develop- ment.	still a more positive attitude toward the learnian process.  Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both at school and at home.  Emotional #5 - Need for opportunities to learn without tension through non-competitive and creative activities.  Emotional #6 - Need for ability of adequate self-expression with other people.  Emotional #7 - Need for opportunities of a bult guidance.		
		D. Grade Level 10 - Adult		
<u>•</u>		1. Behavioral Objective - Cognitive No. 8  Through language arts experiences, with empha on remedial reading, identified and participating youth tutors of West High School and East High School youth tutored by adult volunteers will improve in oral and written communication teacheiques, as well as in rules for written English. Evaluation will be by teacher observation, standardized and non-standardized tests, and skill charts.  2. Relationship to needs to be served.  Intellectual #1 - A need for a more enriched background such as real and vicarious experiences that will provide students with educational activities that recognize		

	GUIDELINES	LEA DESCRIPTION	D.P.
DENAMEDAL			VEATE
PEHAVIORAL	a. Each objective	FORMAT: (Break down by Grade Level Groupings;	
OBJECTIVES	should relate to	i.e., Pre-K; K; early elementary;	1
	those areas of	later elementary; secondary.)	
-Relate to	needs, program	• •	
needs	activities, and	II. Cognitive Objectives (Cont.)	
-Population	evaluation with	, and any control (control)	
-Content	which the program	D. Grade Level 10-Adult Cognitive No. 8 (Cont.)	1
Cognitive	proposes to deal.	21 office paret in want codiff tive No. 8 (Cont.)	1
Affec <b>tive</b>		2 Poloti opobin to pende to be a 1/2	ļ. "
Psychomotor	b. The behavioral	<ol><li>Relationship to needs to be served. (Cor</li></ol>	)t.)
·	objective should be	Intallactual 40 A 14- 1 - 1	1
-Change	written to include	Intellectual #2 - A need to develop better	1
expected &	the four variables	oral and written communication skills in	<b>i</b>
degree of	(elements?) of:	order to help improve self-image and	
40F,100 01	(1) Population to	instill a more positive attitude toward	!
-Measurement		the learning process.	İ
easurement	,	Intellectual #3 - A need to provide students	i
•	(2) Content	with the means to assume greater res-	!
	involved*, (3) De-	ponsibilities for their own education.	!
	gree of change	Intellectual #5 - Arneed to guide students	1
•	expected, and	in developing and improving intelligent	!
4	(4) Measuring	self-direction, self-discipline, and	
	technique.	self-control.	!
,		Physical #6 - Need for visual perception	<b>!</b>
		skills to help:	1
	:	Distinguish shapes, sizes, colors.	
* •		Provide eye-hand coordination	!
	* Content can	problems in activities such as	
	include academic		! }
	achievement,	cutting, puzzles, coloring.	}
	personal, social,	Distinguish likenesses and difference	es.
	& physical develop-	Physical #7 - Need for motor coordination	! .
	ment.	skills to: Ferform single motor tasks	! !
		in ball handling, hopping, left and righ	it
•		eye and bodily movements, instructional	} 1
•		devices, etc.	i
		Emotional #1 - Need for self-pride and in-	
	·	creased awareness of one's own worth.	
	·	Emotional #5 - Need for opportunities to	
		learn without tension through non-com-	,
		petitive and creative activities.	ļ
		Emotional #6 - Need for ability of adequate	
		self-expression with other people.	
		Emotional #7 Need for opportunities of adu	1t
	_	guidance.	
•			
	·	E. Grade Level - Adult	}
			}
•		1. Behavioral Objective - Cognitive No. 9	
•			1
		ESEA-Title I staff, target school classroom	İ
4			!
		teachers, and principals, as well as target	; !1
•		area parents of disadvantaged pupils will ta	κe
•	*	part in a September, 1972, survey to assess	!
FRIC	1	priorities and numbers of 1972-73 inservice	;

TORM	GUIDELINES	LEA DESCRIPTION	RI RI
-Relate to	a. Each objective should relate to those areas of needs, program	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)	IVI
needs -Population	activities, and evaluation with	II. Cognitive Objectives (Cont.)	
-Content Cognitive	which the program proposes to deal.	E. Grade Level - Adult	
Affective Psychomotor	b. The behavioral	1. Behavioral Objective Cog. No. 9 (Cont.)	•
-Change expected & degree of	objective should be written to include the four variables (elements?) of:	topics to be carried out as suggested during 1972 spring needs assessments. The evaluation and survey will be by a rating scale of work shop suggestions and alterations to be pre-	ande
-Measurement	(1) Population to be served, (2) Content involved*, (3) De-	pared by ESEA-Title I staff.  2. Relationship to needs to be served.	
•	gree of change expected, and (4) Measuring technique.	Intellectual #8 - A need of parents to under stand their children's needs.  Intellectual #9 - A need for understanding, on the part of classroom teachers, toward disadvantaged children and the ESEA-Title program.	٦
. :	* Content can include academic achievement,	Social #1 - Need for Community interaction. Social #3 - Overcome lack of cultural experiences among project children.	
	personal, social, & physical develop- ment.		:
		· · · · · · · · · · · · · · · · · · ·	
	,		

TOTEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
DEHAVIORAL OBJECTIVES	a. Each objective should relate to those areas of	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary;	LEVIEW
-Relate <b>to</b> needs	needs, program	later elementary; secondary.)	
-Population	activities, and evaluation with	III. Psychomotor Objectives	
-Content Cognitive	which the program proposes to deal.	*• Grade Level - Pre-K	·
Affecti <b>ve</b> Psychom <b>oto</b> r		1. Behavioral Objective - Psychomotor No. 1	
-Change	vritten to include	Howe School Coordination and Enrichment	
expected & degree of	the four variables (elements?) of:	Program Disadvantaged preschool children between the ages of 3 to 5 years, whose	
-Measurement	(1) Population to be served,	families qualify for ESEA-Title I and will participate in this Howe Elemetary-YWCA	
	(2) Content involved*, (3) De-	coordination and enrichment program will show improved psychomotor, swimming, and manipulative skills.	
•	gree of change expected, and	Evaluation shall be, in addition to teacher	
	(4) Measuring technique.	observation, by teacher made rating scales to be prepared in the fall of 1972.	
· ·		2. Relationship to needs to be served.	
		••	
	* Content can include academic	Physical #1 - Need for freedom of movement (as with creative movements)	
	achievement, personal, social,	Physical #6 - Need for visual perception skills to help: Distinguish shapes,	
, , ,	& physical develop- ment.	sizes, colors. Provide eye - hand coordination problems in activities,	
	• .	such as cutting, puzzles, coloring.  Distinguish likenesses and differences.	
-	-	skills to: Perform single motor tasks	,
		in ball handling, hopping, left and right eye and bodily movements, instructional	
		Physical #8 - Need of opportunity for proper	·.
mar.		care such as dental and optical.	
	·	Emotional #1 - Need for self-pride and increased awareness of one's own worth.	
		Emotional #4 - Need for opportunities to develop self-control.	
	ч	Emotional #5 - Need for opportunities to learn without tension through non-com-	**
		petitive and creative activities.  Emotional #7 - Meed for opportunities of	- - -
		adult guidance.	. =

	PEM	GUIDELINES	LEA DESCRIPTION	RF'
3. E	BEHAVIORAL	a. Each objective		Kr
C	EJECTIVES	should relate to	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary;	
		those areas of	later elementary; secondary.	
-5	elate to	needs, program	III. Psychomotor Objectives (Continued.)	
	iee <b>d</b> s	activities, and	122 /3yondmotor objectives (continued.)	
	opulati <b>o</b> n	evaluation with	A. Grade Level - Pre-K (Cont.)	١.,
	Content	which the program	order rever a trank (cont.)	
	Cognitive Offective	proposes to deal.	1. Behavioral Objective - Psychomotor No. 2	
P	'sychomotor	b. The behavioral	Through selected physical activities each chil	
		objective should be	will demonstrate his efficiency through a wel	p p
	hange	written to include	rounded physical developmental program, in	1-
	xpected &	the four variables	the areas of rhythmical activities, movement	Ì
a	egree of	(elements?) of:	education, and vigorous large muscles activit	
3.4	easurement	(1) Population to	The proficiency of the child will be chiefly	. 65.
(0)	easurement	be served,	measured by Move and Grow and Learn Develop-	
		(2) Content	mental Test, by Oxpet and Heustis of the	
		involved*, (3) De-	Frostig-Haslow program. Special needs of	
		gree of change expected, and	each child will be indicated by additional	!
		(4) Measuring	tests listed in the directory of evaluative	!
		technique.	instruments at the end of Exhibit "U".	
		•	2. Relationship to needs to be served.	,
			Intellectual #5 - A need to guide students	
		**	in developing and improving intelligent	
		* Content can	self-direction, self-discipline, and	
		include academic	self-control.	
		achievement,	Physical #1 - Need for freedom of movement	
		personal, social,	(as with creative movements)	
	- [	& physical develop- ment.	Physical #2 - Need for perceptual development	
	1	meno.	to distinguish among such senses as smell	
	·	·	tactile differences.	
			Physical #5 - Need for auditory perception	
			skills to distinguish among:	
			Sounds-environmental, letters, words	
			Patterns-rhyming words	
	ĺ		Listening-keys to certain words	
	. •	•	Physical #6 - Need for visual perception	
	·		skills to help:	
	l i		Distinguish shapes, sizes, colors.	
	,		Provide eye-hand coordination.	
			Distinguish likenesses and difference Physical #7 - Need for motor coordination	5•
		, · ·	skills to: perform single motor tasks in	
			ball handling, hopping, left and right	
		·	eye coordination.	
•			Emotional #4 - Need for opportunities to	
	1	1	develop self-control.	
			Emotional #5 - Need for opportunities to	
			learn without tension through non-com-	:
	}		petitive and creative activities.	•
3	1		Emotional #7 - Need for opportunities of	
_	•	4	adult guidance.	

-(	GUIDELINES	LEA DESCRIPTION	D.P.I.
PEHAVIORAL OBJECTIVES	a. Each objective should relate to	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary;	REVIEW
-Relate to	those areas of needs, program	later elementary: secondary )	
needs -Population	activities, and	objectives (Continued)	
-Content Cognitive	evaluation with which the program proposes to deal.	B. Grade Level - Kindergarten	
Affective		l. Behavioral Objective - Psychomotor No. 3	
Psychomotor	objective should be	Kindergarten - Early primary teachers who	
-Change expected &	written to include the four variables	clinic at Tank elementary school during	•
degree of	(elements?) of:	i the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of	Ī
-Measurement	(1) Population to be served,	objectives, activity lists, and evaluations developed for the kindergarten level. Evaluation	•
	(2) Content involved*, (3) De-	process evaluation, with results to the	•
·	gree of change	ized in the spring of 1973, necessary revision to follow for implementing psychomotor	ns
	expected, and (4) Measuring	I definite de an integral name of the	
	technique.	kindergarten and/or early elementary cur- riculum of all ESEA-Title I schools.	
. •		2. Relationships to needs to be served.	
	* Content can	Physical #6 - Need for visual perception skills to help:	
	include academic . achievement,	Distinguish shapes, sizes, colone	
	personal, social,	blems in activities such as cutting	•
	& physical develop- ment.	puzzes, coloring.	
		Distinguish likenesses and differences Physical #7 - Need for motor coordination skills to: Perform single	•
ŀ		skills to: Perform single motor tacks in ball handling, hopping, left and right	
		eye and bodily movements, instructionsl devices, etc.	
		C. Grade Level 1-6	٠
		1. Behavioral Objective - Psychomotor No. 4	
		Pupils selected for the Title I-ESEA program	
		psychomotor area for greater reading achieve	
	·	dual specific needs in motor and percentus;	
		salis do medoured by appropriate chockis +/ 1	•
		to be designed by the center teachers. Diagnos will be by a subjective evaluation tool, and	sis
	ŕ	training will follow a systematic checklist of needs.	

Table	GUIDELINES	LEA DESCRIPTION	D RE
-Relate to needs -Population -Content Cognitive Affective	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal.	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)  III. Psychomotor Objectives (Cont.)  C. Grade Level 1-6 Psychomotor No. 4 (Cont.)  2. Relationship to needs to be served.	
	b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) De- gree of change expected, and (4) Measuring	Intellectual #5 - A need to guide students in developing and improving intelligent self-direction, self-discipline, and self-control.  Physical #1 - Need for freedom of movement (as with creative movements)  Physical #2 - Need for perceptual development to distinguish among such senses as smell, tactile differences.  Physical #3 - Need for adequate visual screening among pupils.	
	* Content can include academic achievement, personal, social, & physical development.	Physical #4 - Need for general physical checkups among pupils.  Physical #5 - Need for auditory perception skills to distinguish among:  Sounds-environmental, letters, words Patterns-rhyming words Listening-keys to certain words.  Physical #6 - Need for visual perception skills to help:  Distinguish shapes, sizes, colors.  Provide eye-hand coordination problems in activities such as cutting puzzles, coloring.	
		Distinguish likenesses and difference Physical #7 - Need for motor coordination skills to:  Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional devices, etc. Physical #8 - Need of opportunity for proper nutrition, physical fitness, and medical care such as dental and optical. Emotional #4 - Need for opportunities for developing self control. Emotional #5 - Need for opportunities to learn without tension through non- competitive and creative activities	5.

<u>(                                    </u>	GUIDELINES	LEA DESCRIPTION	D.P.I
BEHAVIORAL ObJECTIVES -Relate to	a. Each objective should relate to those areas of	FORMAT: (Break down by Grade Level Groupings; i.e., Pre-K; K; early elementary; later elementary; secondary.)	REVIEW
needs -Population -Content	evaluation with	III. Psychamator Objectives (Cont.)	
Cognitive Affective Psychomotor	which the program proposes to deal.  b. The behavioral	D. Grade Level 4-6  1. Behavioral Objective - Psychomotor No. 5	
-Change expected & degree of	objective should be written to include the four variables (elements?) of: (1) Population to	Disadvantaged children in each of two types of instrumental music programs shall extend the duration of time they sustain musical dexterity as demonstrated by fully coordinated playing of at least two appropriate	·
c as ar ement	be served, (2) Content involved*, (3) De- gree of change expected, and (4) Measuring	compositions selected by their music teacher. Final evaluation will include the demonstrate performances as observed by their music teach but continuous evaluation will note decreasing frequency of pupil errors, as also observed	ed one
	technique.	made charts of pupil progress during the period of training.	
·	* Content can include academic achievement, personal, social,	2. Relationship to needs to be served. Intellectual #4 - A need to provide students with the opportunities to develop their individual interests and abilities both	
	& physical develop- ment.	et school and home.  Physical #7 - Need for motor coordination skills to: Perform single motor tasks in ball handling, hopping, left and right eye and bodily movements, instructional	.,
		devices, etc.  Emotional #1 - Need for self-pride and increased awareness of one's own worth.  Emotional #5 - Need for opportunities to	
		learn without tension through non-com- petitive and creative activities.  Emotional #6 - Heed for ability of adequate self-expression with other people.	
		Emotional #7 - Need for opportunities of adulguidance.	t

PROJECT # 30-156

A PROGRAM OF ENRICHMENT OPPORTUNITIES
FOR DISADVANTAGED CHILDREN, PHASE VI
1972-73

AFFECTIVE OBJECTIVES AND PROPOSALS FOR EACH



OBJECTIVE: AFFECTIVE NO. 1 AREA: Emotional Development

(Self-Concept Building)

Tank-Pilot Program, Second Year

EXHIBIT: A

LEVEL: 4 yr. olds

#### BEHAVIORAL OBJECTIVE

Through cultural experiences and educational play approximately 50 selected four-year-olds of the Tank Elementary School area will display emotional development by improving their self-image of themselves and their immediate surroundings. Such growth will be measured by teacher observation and parent evaluation to determine whether or not a positive growth has been made in this area.

OBJECTIVE: AFFECTIVE NO. 1
AREA: Emotional Development
(Self Concept Building)
Tank-Pilot Program, Second Year

EXHIBIT: A-1 LEVEL: 4 year olds

### CLASSROOM ACTIVITIES

SUGGESTIONS: AV - Specialist

Role Playing

Child now, Adult later City or rural dweller Feminine or masculine Mother or Daddy

Introduce to quantity as well as quality

Feelings

through communication

Five senses

Verbal expressions

Appreciation of literature

moods

Appreciation of Art media

music texture unit work

Wealth of musical experiences

Expression through verbalization

Arrival
Telling time
Puppets
Surprise box

(Guessing u

Free Play Rhythms (Guessing using the five senses) Individual Contact (If necessary)

Appreciation

Outlet for feelings Forgetting ones cares

Tempo adjustment

Outlet for body movement

Motor control

Fersonal Grooming
Tape Recordings

actual situations response

Childrens music taped

Record Player

Uverhead Projector



TEVEL: 4 Year Olds

English Brunds i (Self Concept Building) Tank-Filot Program-Second (ear (1972-73)

					7		
		COMMENTS Is there a favorable change?	ch of the n growing sitive		program and lal needs of each program.		ldeas for improvement
		EVALUATION day by day changes Anecdotal	<del></del>	Leeting childs needs through school and	Supplying a program a the individual needs child in the program.	Are the indiv.	Success for the indiv. child
	!	Wone	Bistrict	None	District	None	None
INSTRUCTIONAL VARIARIE	HAVE TATES	Faculty at Tank teachers	Tank School	Tank School Home	Special home visits and school conferences	Lone	Records
INSTRUC	TOELEN.	Outwardly demanding crying shy	Accept the child daily for what he is	Cotivation of parents to must the nseds	1	Follow directions and feed back on results	Close contact with parents, school, etc.
	COUT.EUT	reaction to school setting	Motivation for children to accept each other	be avail- able for parent cont- act.	Be avail- able for aide to reinforce the wishes of	Show concern for prob. diagnosed	required information Linking the chain
	ORCANIZATION	Brings his home environment with him to school	Observe the child as an individual Select act. for each.	Consultant to the difficult cases	Psy., Soc. Worker, school nurse, Mrs. Edler.	Accepts as well as supplying information about their child. Feeling free to speak with the teacher.	None unless Family Doctor Other services
INSTITUTIONAL.	HIGHTIAN	Student	Teacher	Administrator	Educational Specialist	Foui 1y	Community

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OBJECTIVE: AFFECTIVE NO. 1 AREA: Emotional Development

(Self Concept Building)

Tank Pilot Program, Second Year

EXHIBIT: A-3
LEVEL: 4 Year Old.

DIRECTOR! - EVALUATIVE INSTRUMENTS

EVALUATING PERSON

DESCRIPTION INSTRUMENT

· PAGES

Parent

Parent's Home Observation Scale

Teacher

Teacher Observation Scale



OBJECTIVE: AFFECTIVE NO. 1

AREA: Emotional Development
(Self Concept Building)
Tank-Pilot Program, Second Year

EFFILT: 4-A LEVEL: 4 Year Olds

### PARENT'S HOME OBSERVATION SCALE

Name	School					
DIRECTIONS: On this sheet number 5 is t may recove. Number 1 is t checo, personal feeling	he lowest possibl	in peril		lease		
My child,, can:		1	<u>0</u> .	3	4	5 .
l. Play well with others						
2. Be courteous						
3. Accept authority						<del></del> -
4. Be responsible	; ; ; (	• <del>  </del>	   			
5. Talk with others in a group		<b></b>				
6. Listen to others in a group		<b></b>				
7. Obey rules		<b>-</b>	• • • · · · · · · · · · · · · · · · · ·			
8. Share with others			; ; ;	i i		-
9. Be a good sport		• · · · · · · · · · · · · · · · · ·	• • • • • • • • • • • • • • • • • • •			
10. Talk in a complete sentence				j		
ll. Talk only with a few words					·	
12. See likenesses & differences in real	ರಶ್ರೀ ರ್.೯					
13. See likenesses & differences in pict	urcs					
14. See likenesses & differences in lett	CTS .					
15. Hear likenesses & differences in sou	nus		1	;		
16. Hear rhyming sounds				1		
17. Identify names of the letters			1	1		
18. Identify names of the letters with the sound it makes				, 1		
19. Recognize numbers 1 - 10						
20. Recognize amounts l - 10			: !			
21. Count from 1 - 20			,			
	e des automorphisches der der der Merchen der des der Merchen der der der der der der der der der der					



OBJECTIVE: AFFECTIVE NC. 1
AREA: Emotional Development
(Self Concept Building)
Tank-Pilot Program - Second Year

3. 13IT: A-5

TEACHER OBSTANTION SCILL

DIRECTIONS: On this sheet number fis the best possible rating your child may receive. Number is the lowest possible rating. Please check your person feelings about four child for each item.

, can:					
D1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-		وي: ما سالمان مسام	<del>  3</del>	4	5.
Play Well with other		ļ	 		
Be courteous		!			
Accept authority	1		-		
Be responsible		i t			
Talk with others in a group		!			
Listen to others in a group		1	-		·
Obey rules					
Share with others					
Be a good sport	1				
Talk in a complete sentence	1	1			
Talk only with a few words		1			
See likenesses & differences in real objects	i 	:			
See likenesses & differences in pictures			1		
See likenesses & differences in letters		1			
Hear likenesses & differences in sounds					
Hear rhyming sounds		,	!		
Identify names of the letters		,			
Identify names of the letters with the sound it makes	,				
Recognize numbers 1 - 10		!			
Recognize amounts 1 - 10		İ			
Count from 1 - 20			!		
	Play well with other  Be courteous  Accept authority  Be responsible  Talk with others in a group  Listen to others in a group  Obey rules  Share with others  Be a good sport  Talk in a complete sentence  Talk only with a few words  See likenesses & differences in real objects  See likenesses & differences in pictures  See likenesses & differences in letters  Hear likenesses & differences in sounds  Hear rhyming sounds  Identify names of the letters  Identify names of the letters  Recognize numbers 1 - 10  Recognize amounts 1 - 10	Play well with other  Be courteous  Accept authority  Be responsible  Talk with others in a group  Listen to others in a group  Obey rules  Share with others  Be a good sport  Talk in a complete sentence  Talk only with a few words  See likenesses & differences in real objects  See likenesses & differences in picture.  See likenesses & differences in letters  Hear likenesses & differences in sounds  Hear rhyming sounds  Identify names of the letters  Identify names of the letters  Recognize numbers 1 - 10  Recognize amounts 1 - 10	Play well with other  Be courteous  Accept authority  Be responsible  Talk with others in a group  Listen to others in a group  Obey rules  Share with others  Be a good sport  Talk in a complete sentence  Talk only with a few words  See likenesses & differences in real objects  See likenesses & differences in letters  Hear likenesses & differences in sounds  Hear rhyming sounds  Identify names of the letters  Identify names of the letters  Recognize numbers 1 - 10  Recognize amounts 1 - 10	Play well with other  Be courteous  Accept authority  Be responsible  Talk with others in a group  Chey rules  Share with others  Be a good sport  Talk in a complete sentence  Talk only with a few words  See likenesses & differences in real objects  See likenesses & differences in picture.  See likenesses & differences in letters  Hear likenesses & differences in sounds  Hear rhyming sounds  Identify names of the letters  Identify names of the letters  Recognize numbers 1 - 10  Recognize amounts 1 - 10	Play well with other  Be courteous  Accept authority  Be responsible  Talk with others in a group  Listen to others in a group  Obey rules  Share with others  Be a good sport  Talk in a complete sentence  Talk only with a few words  See likenesses & differences in real objects  See likenesses & differences in picture.  See likenesses & differences in letters  Hear rhyming sounds  Identify names of the letters  Identify names of the letters  Identify names of the letters with the sound it makes  Recognize numbers 1 - 10  Recognize amounts 1 - 10

DBJECTIVE: AFFECTIVE NO. 2 ⊇FA: SOCIAL DEVELOPMENT Tank-Pilot Program, Second Year EXHIBIT: B
LEVEL: 4 Year Olds

#### BEHAVIORAL OBJECTIVE

Through language development experiences approximately 50 selected four year olds of the Tank elementary school are: will display social development by improving in their ability to play alone, share with others in the small group to larger groups depending on the type of activity as measured by their willingness to participate as well as the length of time which might be spent on that activity. The child's interaction will be measured by teacher observation as to his degree of cooperation shown in the developmental stages of playing by himself, parallel play (side by side) and eventually play in an atmosphere of general-to-formal in nature.



OBJECTIVE: AFFECTIVE NO. 2

AREA: SOCIAL DEVELOPMENT

Tank-Pilot Program, Second Year

EXHIBIT: B-1

LEVEL: 4 Year Olds

### Classroom Activities such as:

Story telling & reading

Dramatizations
Telling Time
Filmstrip
Game Approach
Free Dance

Chalk
Role Playing
Group Singing
Bulletin Boards

Camera

Tasting Parties

Cooking & Baking experiences
Experience Charts

Classroom Scrapbooks

R**ecor**ds

Oral Discussion Block Building

Clay

Socio Dramas

Dramatizing Songs Making a Scrapbook

Foetry - Choral Speaking

# Seasonal and/or daily projects correlated with:

1. Music

2. Finger Plays

3. Stories

4. Plays

### Resource People:

Principal Custodian Doctor Fireman

Secretary School Cook Nurse Policeman

### Field Trips:

Walks around the neighborhood Store



Ladiabate p=2 |EVEL: 4 Year Olds

	N COMMENT'S	, 1	ę.			1d	ty to
	EVALUAT ION	Anec. Record Parents obser. Group cooperation	Anecdotal Observation Interest shown Group Living	Observation Group, Indiv.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Vo. nteer ir rmation Lo their child has thanged or is changing	Child's ability to comprenend the info mation
	CCST	Title f	71U0 I	District	Title [	lione	Farents
INSTRUCTIONAL VARIVALLE	FACILITIES	Tank School Toys Outside Int.	Tank School Fish Tank Pet Cage :arents	Jank School	AV Derartment	Visit Tank School weekly at least one hour.	Various Places Police Station Airport etc.
	METHOD	Interest Entivation Self Int.	Enrichment of units by seasons	Suggest ideas to try	Graphic Techniques	Be involved to live the learn- ing exper.	
	CONTENT	Games Indep. Group	Uni t Approach	Mone	Consultator & Special Teacher	Supply own materials if they have them	Res. for. Units
	ORGANI ZAT LON	Being exposed to other child- red of his own age	Set up situations Motivate Child to contribute	Comperation Enrichment Visitation	Laminate Materials Wake filmstrips	Volunteer self Suggest idess Gbserve child Find volunicers	Cutside resource people Visit places
INSTITUTIONAL	VARLADUE	Student	i , achar	. duinistrator	Educationel Specialist	.co:13y	Community



OBJECTIVE. ... DECTIVE ...O.
AREA: SOCIAL DEVELORAN /
Tank-Filet Program, Second terr

OBJECTIVE: AFFECTIVE MC. 2 AREA: SOCIAL DEVELOPMENT

Tank-Pilot Program, Second Year

LEVEL: 8-3

## DIRECTOR: - JURGE, T. VE INSTRUMENTS

EVALUATING PERSON	DESCRIFTI OF INSTRUM	PAGES
Student	wo we	
Teacher	Anecdotal .a.com . for school's pupil fulls	
Administrator	Teacher Observation Grade	Confidential arsonnel .ile
:   Educational   Specialist	ione	
Family	Properts dome observation sollo	

OBJECTIVE: AFFECTIVE NO. 2
AREA: SOCIAL DEVELOPMENT
Tank Pilot Program, Second Year

EXHIBIT: B-4 LEVEL: 4 Year Olds

## TEACHER ANECDOTAL RECORD

Date	Comment to observe behavior	Date	Change as seen
		. "	
• • •			
		,	

AFFECTIVE NO. 2 AREA: SOCIA DEVELOPMENT Tank-Pilot Program, Second Year

EXHIBIT: B-5 LEVEL: 4 Year Clds

## PARENT'S HOME OBSERWITION SCALE

DIRECTIONS: On this sheet number 5 is the best possible rating your child may receive. Number 1 is the lowest possible rating. Please check your personal feelings about your child for each item.

Шу	child,, can:	1	2	3	4	5
	Play well with others					
2.	Be courteous			-		
ی.	Accept authority				<del></del>	
÷ ,	Be responsible					
. (	Talk with others in a group			:		
	Listen to others in a group			-		
	Obey rules			<u> </u>		
<u>ئ</u> .	Share with others			-		
ç ,	Be a good sport				<u> </u>	<del></del>
·3.	Talk in a complete sentence			<del></del>		
17,	Talk only with a few words					
12.	See likenesses & differences in real objects					
13.	See likenesses & differences in pictures					
14.	See likenesses & differences in letters					
15.	Hear likenesses & differences in sounds					
16.	Hear rhyming sounds					<del></del>
17.	Identify names of the letters			- <del></del> !		
18.	Identify nemes of the letters with the sound it makes					***********
19.	Recognize numbers 1 - 10					
20.	Recognize amounts 1 - 10	++	<u>}</u>			-
21.	Count from 1 - 20	+				



OBJECTIVE: AFFECTIVE NO. 3

AREA: ELEMENTARY TARGET SCHOOL CENTERS:

ALLIED ARTS FOR SELF CONCEPT BUILDING AT ALL ELEMENTARY LEVELS LAHIBIT: C LEVEL: 1-6

### BEHAVIORAL OBJECTIVE

Through selected cultural and social experiences, which are relevant to reading awareness, identified and participating students in this ESEA-Title I program of community interaction, family interaction, and cultural enrichment will show positive growth in self-concept as measured by teacher-made attitude scales to be completed by students, teachers, and parents. Such positive growth is defined by the standards of observable behavior incorporated in the evaluations instrument.

This objective has six planned activity areas designed to carry its self-concept development, as follows:

- 1. Allied Arts for Self-Concept Building at all dementary levels.
- 2. Music Pilot Programs and appreciation activities for self-concept.
- 3. Childrens's Theater, Creative Dramatics, and Creative Movement.
- 4. Secondary Aliied Arts for Self-concept Building: East High Adult Volunteer Tutor Program.
- 5. 4-H Summer/Camping for Elementary Level Self-Concept
- 6. Clinic-Remedial Reading Type Activities for Elementary Self-Concept Building.

AT ALL ELEMENTARY LEVELS

# CENTER ACTIVITIES FOR CULTURAL AND SOCIAL EXPERIENCES

Fuppet show--To include pupil experience in making own puppets under expert guidance

Role Play

Framatization (Creative dramatics)

Silhouette Stories (Overhead projector)

Flannel Board (Stories)

Creative Writing Plays - Poems - Stories

Filmstrips

l antomimes

Shadow Plays

Dioramas

Art Work

racing

Experience Charts

Video-tape Choral Reading Creative Crafts

Use of resource people for various activities

Finger Plays

Document pupper shows on video-tape, or by super 8mm film 135mm slide tape.

- "Hands on" video-taping of rehearsals prior to final programs
- Video-taping skits
- 1. Any of above
- 2. Production of creative stage props
- 1. Making of silhouettes
- Making audio-tape narratives 2.
- Video-taping rear-view projections
- Make cutouts, raw materials, shapes of animals, etc.
- Flannel boards, sandpaper backing 2.
- 1. Audio-tapes of oral presentations
- 2. Flannel board materials, skits.
- Copy slides, sketches, drawings into filmstrip (as w/puppet and silhouette shows)
- Video-tape productions (including Lotte Gohman at a "Children's Mime Workshop"

See Silhouette Stories

- Depict historical events with background painting and foreground models. Include techniques of scale-sized mock-ups.
- Dioramas, logos for plays, puppet and silhouettes, or flannel board stories.
- Use overhead or opaque projections for enlargments
- 1. Cutouts for symbols and references
- Illustrated margins
- 3. Enlargments as above

	CLASSROCM ACTIVITIES	SUGGESTIONS _ AV SPECIALIST
	Field Trips might consist of the following:	
1.	Museum	1. Photo documentation of activities Build
2.	Library	2. Slide files - selected landmarks
3.	Historical Landmarks	3. Pictures, still, pupil photo books or recreational activities.  Produce
4.	Farm	4. Kits, slide, motivational (i.e. sai)
5.	Business places retail stores bakery cannary	4. Kits, slide, motivational (i.e. sail boating on Green Bay, with vocabular extension into common nautical terms or other areas of individual pupil interests
	cheese factory	
6,	Sanctuary	5. Filmstrips, topical, produced with students (i.e. snowmobile safety and operation)
7.	Packer Stadium (Practice Field)	6. Pictures, still, color b/w for pupil memory books
8. 9.	Maple Sugar Farm	7. Pupil-made refreshments, as for post theater receptions with players (UWG
7.	Railraod	or Next Door Theater Inc.)
0.	Airport	
l.	Greenhouse	
2.	Childrens Theater (Season tickets & busses)	
3.	Brown County Arena activities	
4.	Orchard	
5.	Other	
A - 1		
1.	<pre>ivities, appreciation, music   Music appreciation kits   in Elem. Ctrs.</pre>	l. Boxes, AV kits, for carrying home filmstrip record players and materia
2.	Symphonette classes	<ol> <li>In-Service children's use of headpho with filmstrip-record materials on music enrichment.</li> </ol>
3.	Ukulele quintets	

EXHIBI.: C-2 LEVEL: 1-6	COMMENT		Disc. & drama forms, resord people, field trips, media s-s,t-t,t-pri varied activs, motivation.		2.Only if relu Allied ar Testing		
	EVALUATION	Interest inventory self-help check-list.	Tchr. ob/tchrmade pupil inventory & self-help list.	Administrator observ. to Center tchr.	1.By tchr.  t pupil/pschool subject 2.Std/non std. 3.For DPI by Title I staff	Parent Eval. Parent Observation	Tied to total Center/Classrm actually for
	COST		Title I Program Budget	District	1.Title I 1 2.District 3.TitleI 2 3 3 TitleI I I	1.Title I 2.None 3.Parent	
INSTRUCTIONAL VARIABLE	FACILITIES	Home study area Music appre- ciation mtls.	Classrooms & Center AV equipment; resource bus trips; flannel bds; acting math, adm.	Tchr. needs	1.Graphics 2.lest room 3.Dr! form 4. center and Slaye displays	1.School forms 1. 2.At home 3.Auto/wrlk 3.Encourage music appreciation	
INSTRUCT	METHOD	Extended experi- ence discussion; Self-eval., ex- Ferience-type stories.	Discussion, drama forms, resource people, field trips, T-S, S-S, T-T, T-Prin, varied activities, repetition motivation; use media	T.Frin.discussion eval.pupil;disc. coord. planned parent nights and/ or activities	1.Local Prod. purchase; rental inservice. 2.4s testing req. 3.Discuss parent/ child relation-	1.Fill form 2.I-P discussion 2 plus p-child. 3.Test results	Field trips  by Centers  staff & punils  Resource near!
	CONTENT	Activities developed through units, stailes poems, improved self-concept.	Units/reading designed to build pupil self-con- cept w/alliad art of Exh. A-2	Supervisor consultation w/ Center person,	1.Av needs of Center & Clinic 2.7 mst resources is needed 3.7 est results interpreted s	jective de scale ls' self- pt lY act.	Sites & activs. Fire of allied arts, by nature.
	ORGANIZATION	Groups 1-5 Period 30-45 mins; meet 3-5 times a week	l T-5 students daily planning w/calendar-type lesson plan outlines	Organization for total building teaching program.	1.Instructional materials 2.iesting/eval. 3.7 al. by ittle I staff	q	staff of whole o
AT		Student	Teacher	Admini- strator	Educa- tional- Special		nity s

OBJECTIVE: AFFECTIVE NO. 3

AREA: ELEMENTARY TARGET SCHOOL CENTERS

ALLIED ARTS FOR SELF-CONCEPT BUILDING

AT ALL ELEMENTARY LEVELS

EXHIBIT: C-3 LEVEL: 1-6

PAGES

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT
Teacher	Center Teacher Rating Scale of Observable Behavior
Parent	Instrument, evaluation, by parent of child
Student	Student self-check-up
,	Student Reading Interest Inventory

OBJECTIVE: AFFECTIVE NO. 3

is courteous

AREA: ELEMENTARY TARGET SCHOOL CENTERS

ALLIED ARTS FOR SELF-CONCEPT BUILDING

AT ALL ELEMENTARY LEVELS

EXHIBIT: C-4 LEVEL: 1-6

CENTER TEACHER RATING SCALE	OF OBSERV	ABLE B	EHAVIO	ť		
School	•			Date .		· 
DIRECTIONS: The highest degree of performan	ce is <u>5,</u> w	rith 3 a	as aver	rage.		
The Student:		T 1	2	3	4	5
1ssumes responsibility with assignments					<del>-</del>	j - <del></del>
o. Respects school authority						
3. Follows directions, oral and written						
1. Is careful of school property						
5. Does accurate work for ability						
6. Shows creativity in oral expression						
7. Is cooperative with peers						
8. Shows self-control in accepting criticism						

OBJECTIVE: AFFECTIVE NO. 3
AREA: ELEMENTARY TARGET SCHOOL CENTERS:
ALLIED ARTS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-5 LEVEL: 1-6

# PARENTS' RATING OF THE CHILD

Please rate your child as you see him. Place an  $\underline{X}$  in the box. Code numbers have the following meanings:

In rating, use  $\underline{0}$  if not sure,  $\underline{5}$  is the highest and 3 is average.

HEALTH						
Evec	1-0	+	1-2	-1-3	+4	. 5
EyesFree from colds and sickness Ears	<del></del>				1.	
Ears	<del></del>	↓	ļ		$\mathbf{I}_{-}$	
Eating Habits Sleep Habits	<del></del>	<del> </del>	<b>├</b>			
Sleep Habits	<del> </del>		├—	<del></del>	<del> </del>	ļ
·	<del> </del>	+	<del> </del> -	┿	<del> </del>	├
EMOTIONAL.	1	1		1	1	
. Uan	İ	.[				
HappyCalm				1		
Calm Tells the truth Free from nervous babits						
Free from nervous babits		<b></b>				
Free from nervous habits	╃——	<b> </b>		<del> </del>		
John	<del> </del> -	<b>}</b>		<del> </del>		<del> </del>
WORK HABITS			ĺ		1 1	
	1	1 1		į ·		
Can depend on him	1					
	<del>                                     </del>	<del>                                     </del>		<del> </del>	<del>  </del>	
Works well alone Works well with others					<del>                                     </del>	
Works well with others Completes jobs at home						
Completes jobs at home						
<u>SOCI</u> AL						
						ĺ
Takes part in home activities  Popular in the neighborhood					- 1	İ
Plays with many children					<del></del>	
					<del></del> -	
THE WIND WIND WITH ATRAN ARTIS.						
ATTUCTED LEG IN CONOCI and all						
Polite with others					<del></del>	
INTELLECTUAL						
· ———	l					j
ses self control_	ļ	1		1		l
Xpresses himself well						
WILLIA IIIV LIII III CBN GO WALL I						
y child does well in school						
	1		ı	1		ı



OBJECTIVE: AFFECTIVE NO. 5

12. I am happy____

AREA: ELEMENTARY TARGET SCHOOL CENTERS LEVEL: 1-6

ALLIED ARTS FOR SELF-CONCEPT BUILDING

AT ALL ELEMENTARY LEVELS

## STUDENT SELF-CHECKUP

Put an X in the box you feel is right. The number 5 is the best you can do. NAME DATE . з 5 I have good manners I practice good health habits_____ 3. I am helpful_____ I am nice to others_____ I keep my world 6. I am on time I follow directions 7. I do my work well_____ 8. I practice self-control____ I respect other people and their property____ 11. I share with others_____



AREA: ELEMENTAR! TARGET SCHOOL CENTERS:
ALLIED ARTS FOR SELF-CONCEPT BUILDING
AT ALL ELEMENTARY LEVELS

EXHIBIT: C-7 LEVEL: 1-6

#### STUDENT READING INTEREST INVENTORY

#### PAR I -- DIRECTIONS

Here are some sentences about reading. Some of the sentences were made by boys and girls who like to read, and some were made by boys and girls who do not like reading.

I want you to listen to each sentence and decide if you feel the same way about reading as the boy or girl who made the sentence.

If you do feel the same way, put yes on the space before the sentence.

If you do <u>not</u> feel the same way about reading as the person making the statement, put <u>no</u> on the space before the sentence.

PART	II	HOW I FEEL ABOUT READING IN SCHOOL
	_1.	I wish my teacher would let me read more than she or he does in school.
<del></del>	2.	I like to have the teacher call on me to read to the class.
<del></del>	_3。	I read as well as the other boys and girls in my class.
	_4.	I think that reading is very important.
	5.	I like to read to other people.
	6.	I like to learn new words in the stories I read.
	_7.	I can remember what I read.
PART	III	HOW I FEEL ABOUT READING AWAY FROM SCHOOL
	8.	I like to read at Home.
	Ω.	I would like to get a book for my himthday



OBJECTIVE: AFFECTIVE NO. 3

AREA: ELEMENTARY TARGET SCHOOL CE TERS:

ALLIED ARTS FOR SELF CONCE TUILDING

AT ALL ELEMENTARY LEVELS

EXHIBIT: C-7 LEVEL: 1-6

STUDENT R	EADING INTEREST INVENTORY ( Sontinued)
10,	I talk to my mother about reading.
11.	I have books and magazines of my own.
12.	My family reads at home.
13.	I would rather read than watch television.
14.	I like to go to the library.
15.	I read during the summer vacation.
16.	Sometimes I would rather read than play outside with my friends.
17.	I like to take books when I go on a visit away from home.
18.	I can still like a book even if I don't know all the words in it.
	If I don't know a word in a book I will ask someone in my family what it is.

OBJECTIVE: AFFECTIVE NO. 3

AREA: MUSIC-PILOT PROGRAMS AND APPRECIATION

ACTIVITIES FOR SELF-CONCEPT

EXHIBIT: C-8 LEVEL: 4-6

A pilot program for music appreciation, in its second full year, will be coordinated with the other allied arts experiences. It is designed for disadvantaged elementary children. Two main areas will continue to be tested. One of these, involving actual playing of instruments, will seek to improve pupils' self concepts by success in either of two different types of instruments and learning situations. The second main activity is of a listening nature. It will offer additional music enrichment materials to disadvantaged elementary children receiving help with reading problems. Ladership of these two thrusts, unlike the other allied arts activities, will be divided between music and center specialists.

A September, 1972, survey of target elementary school intermediate teachers will identify volunteers for training in use of the simply operated symphonettes. Music teachers, themselves, will identify disadvantaged children to use the ten ukuleles. The instrumental training, itself, will be directed in two different ways, each separately monitored. First, the 600 symphonette kits on hand will be issued to intermediate grade teachers and classes, one to a pupil. The teachers, all volunteers identified from among the fourteen elementary target schools, will be taught the basics of symphonette training, along with their children, by elementary music teachers. Thereafter, these lessons will be developed as classroom activities. Pupils, furthermore, will be encouraged to carry the instruments home for both practice and family entertainment. In the process, children will also master the basic fingering for woodwind instruments as well as the reading of simple music.

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC-PILOT PROCHAMS AND APPRECIATION
ACTIVITIES FOR SELF_CONCEPT

EXHIBIT: C-8 (Continued) LEVEL: 4-6

There is also the second direct instrumental music activity, this with ukuleles. Ten such instruments have been purchased, five for each of two elementary target schools. One of the two schools will be Helen Keller Elementary School, the emphasis of the school is fine arts. This will supplement the fine arts in that school. Children issued an instrument, either at Keller or elsewhere, would, in turn, join their school's ukulele quintet. These groups, as with classes learning symphonette tunes, would play publicly. At the same time, the individual ukulele players would be encouraged to perform and practice at home.

Apart from the two types of instrumental experience is our second experiment. All disadvantaged children entered in elementary centers would take part in allied arts music appreciation. Through the Title I Centers, they will be offered new music appreciation materials. These have been selected for maximum listening or viewing pleasure and for simplicity of understanding. All of them, mostly audio-visual in nature, can be taken home by the pupil for family sharing and enjoyment. Such experiences, to be coordinated with the other allied arts experiences, would be evaluated by Title I center teachers. However, elementary music teachers will meet early in the fall, 1972, with Title I staff to suggest methods of using the enrichment materials.

Evaluation of pupils with instruments will be done two ways. First, the teachers of instruments will separately evaluate pupil progress toward improved self-concept. Elementary center teachers will, however, use the same evaluation instrument for music appreciation as for their over-all center goal of self-concept building. This is because the over-all affective goal is the same for the general allied arts activity. It is hypothesized,



OBJECTIVE: AFFECTIVE NO. 3

AREA: MUSIC-PILOT PROGRAMS AND APPRECIATION
ACTIVITIES FOR SELF-CONCEPT

EXHIBIT: C-8 (Continued) LEVEL: 4-6

at this time, that the activities will result in the same affective results, if enjoyed by pupils taking part. In the case of musical instruments, however, some pupils taking part may not necessarily be enrolled in the centers. This is especially true of the 600 symphonettes. These will be evaluated by music teachers and classroom teachers who have volunteered.

NOTE: Suggestions for audio-visual services to this affective activity are included with the description of total allied arts activity page.

EXHIBIT: 0-9 LEVEL: 4-6

MONITORING SYSTEM - ESEA-TITLE I Time Interval: 12 weeks OBJECTIVE AFFECTIVE NO. 3
AREA: MUSIC PILOT PROGRAM AND APPRECIATION
ACTIVITIES FOR SELF CONCEPT (Symphoneties)

		-	INSTRUCTIONAL VARIABLE	L VARIABLE			
	ORGANIZATION	CONTENT	METHOD	FACILITIES	ISOD	EVALUATION	COMBE
Student	40 min, once per wk, classroom symphonies	Improved self- concept	SI, S-group, S- family, solo w/ music revised performances	Tape recorder instrument .	Title I		, , ,
Teacher	Disc. Demonstra- tion, preparations	4-6 grades Music apprecia- tion & improved pupil self- concept	Explan. Demon. Resource persons Group & student prep., repetition motivation	Music room, in- struments, gym sheet music	71.1.e I	Standardizad interest & vchr made attitude tests.	*
Administrator Fed. & other- wise	Administrator Coord. by elem. Fed. & other-music director; Wise Rroj. Director	Help find pupils improved self- concept	Prin-staff moti- vation, organi- zation	As needed for program	None		
Educational Specialist	Tutorial, music rm. concert situation	Instrumental auditions & music reading	Varied activity Student Demon- stration, T-Par- ent discussion	Music room, gym	Title I	Tohrmade performance tests	
Family	Public Open House performances	T-School-Parent relations	Student perform- ances, T-Parent discussions	Gym, Potluck dinners	Food	Tchrmade attitude scales	
Community	Bd. of Education reports	Public Relations disseminations	Performance opportunities	Schools & Utilities			

MONITORING SYSTEM, ESEA-TITLE I Time Interval: 12 weeks

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC PILOT PEOGRAMS AND APPRECIATION
ACTIVITIES FGR SELF CONCEPT (Ukuleles)

EXHIBIT: 0-17 LEVEL: 4-6

			INSTRUCTIONAL VARIABLE	L VARIABLE			· Committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the committee of the comm
	ORGANIZATION	CONTENT	GOHLEW	FACILITIES	COST	EVALUATION	COMMENTS
Student	40 min. once per wk. classroom symphonies	Improved self- concept	SI,S-group, S-family, solo w/music revised	Tape recorder instrument	Title I		
Teacher	Disc.,Demonstra- tion,preparations	4-6 grades Music apprecia- tion & improved pupil self con-	Explan. Demon. Resource persons Group & student prep., repetition motivation	Music room instruments, gym sheet music	Title I	Standardized interest & tchr made attitude tests	
Administrator Fed. & other- wise	Administrator Coord. by elem. Fed. & other- music director; wise prins. Asst.Supt. & Proj. Director	Help find pupils improved self- concept	Prin-staff moti- vation, organi- zation	As needed for program	None		
Educational Specialist	Tutorial, music rm. concert situation	Instrumental auditions & music reading	Varied activity Student Demon- stration, T-par- ent cooperation	Music room, gym	Title I	Tchrmade performance tests	
Family	Public Open House performances	T-School-Parent relations	Student performances, T-Parent discussions	Gym, Potluck dinners	Food	Tchrmade attitude scales	
Community	Bd. of Education reports	Public relations disseminations	Performance opportunities	Schools & Utilities			

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC-PILOT PROGRAMS AND APPRECIATION
ACTIVITIES FOR SELF CONCEPT

EXHIBIT: C_11 LEVEL: 4-6

# DIRECTORY-EVALUATIVE INSTRUMENTS MUSIC ACTIVITIES

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Center Teacher	Same as for other Center activities	
Classroom and Music Teachers	Classroom and Music Teachers Rating Scale of Pupil appreciation	

OBJECTIVE: AFFECTIVE NO. 3
AREA: MUSIC PILOT PROGRAMS AND APPRECIATION ACCIVITIES FOR SELF CONCEPT

EXHIBIT: C-12 LEVEL: 4-6

# CLASSROOM AND MUSIC TEACHERS! RATING SCALE OF PUPIL APPRECIATION

0 - not observed
5 - highest possible
score

	<del></del>	·	Ra	ting S	cale	
Observable Behaviors	0	1	2	3	4	5
Maintains, with care, the musical instrument loaned to him.						
Displays appropriate care in responsibility for music materials issued to him.	1					
Is actively motivated toward creating original songs, instrumental pieces, and harmony parts.						
Increases in ability to improvise on the music provided for individual and group instruction .			4.			
Has demonstrated increased participation in the amount of outside music activities either available or self-created.						

Prepared by:
Mr. Les Skornicka
Director of Elementary Music
Green Bay public schools

### CHILDREN'S THEATER EXPERIENCES

### SCHOOL ACTIVITY

SUGGESTIONS - AUDIO VISUAL

## 1. CHILDREN'S THEATER

796 season tickets to 1972-73 productions of Next Door Theater, Green Bay. These will be distributed among disadvantaged children in the ESEA-Title I program.

Teachers and/or parent aides will chaperone children, from target schools and back, during each production.

## 2. CREATIVE DRAMATICS, CREATIVE MOVEMENT

Up to O children per target Elementary school, will be proviced tuition-free classes, these to be provided by Next Door Theater, as follows:

Creative dramatics - 15 max. Creative movement - 15 max.

ESEA-Title I will reimburse the teachers at \$5.50 per hour for each of six, fifty-minute classes requested at each school, the classes to run six consecutive weeks, all to be held immediately after the close of school on a schedule to be arranged in September, 1972.



ERIC Full Text Provided by ERIC

OBJECTIVE: AFFECTIVE NO. 3
AREA: CHILDREN'S THEATER, CREATIVE DRAMATICS,
AND CREATIVE MOVEMENT

MONITORING SYSTEM - ESEA-TITLE I Time Interval: 12 weeks

EXHIBIT: 0-14

			INSTRUCTIONAL VARIABLE	L VARIABLE			
	ORGANIZATION	CONTENT	METHOD	FACILITIES	COSI	EVALUATION	COMMEN
Student		Improved self- concept	Disc.; dramatic activities; at- tend plays; re-	Bus, Ticket		Attitude Survey of general pro- ject activities.	
Teacher	Preparatory discussions; attend plays as school group (1-3)(4-8) Organize classes	Improved student self-concept	Resource persons workshop T-S varied activity relationship	Bus, School auditorium, tickets by Show hr. Dramatics and movement space	Title I	Part of general project attitude surveys,	-
Administrator Fed. & other- wise.	Organization, Help with Sept. ident. of class children	·		Space for after school classes w/Next Door Theater Teachers			Property of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the st
Educational Specialist	Graphics, take photos of child- ren & cast	Attendance at Children's plays classes	Photography, scenery, et al	Camera 35mm film, color	Title I	Non-academic phase	**************************************
Family	Bring children to school pick-up point. Pick up after return	Improved student self concept.	Discussion				
Community	Next Door Theater, Inc. Leadership	Children's drama	Present commer- cial amateur, & local produc,	School stage, stage mtls., ticket sales & collection.			

OBJECTIVE: AFFECTIVE NO. 3
AREA: SECONDARY ALLIED ARTS FOR

SELF-CONCEPT BUILDING

EAST HIGH - ADULT VOLUNTEER TUTOR PROGRAM

EXHIBIT: C-15 LEVEL: 10 ONLY

# SUPPLEMENTAL EXPERIENCES FOR CULTURAL AND SOCIAL DEVELOPMENT

ACTIVITIES	SUGGESTIONS - AUDIO VISUAL
Visit dress rehearsals of Green Bay Community Theater	
Utilize appropriate programs of UW-Green Bay Lectures and Fine Arts schedule, 1972-73.	
Utilize UW-Green Bay poetry appreciation groups through the Division of Lectures and Fine Arts	Pay visitors 10¢ per mile, but videotape, or tape record, for playbacks and practice.
Prepare super 8mm film productions of not more than six minutes in length. Dr. David Watanabe, UW-Green Bay, is an expert in this field.	ESEA-Title I will provide camera, film, film development, and projector Mr. Maurice Gehrke is available to help tutors and pupils.
Visit rehearsals of Green Bay symphony.	Tape record for later use with cassettes.



MONITORING SYSTEM - ESEA TITLE I Time Interval: 12 weeks

IVE: RECTIVE NO. 3
ALLIED ARTS FOR SELF CONCEPT BUILDING
EAST HIGH-ADULT VOLUNTEER TUTOR PROGRAM

			)1	TWSTRACTIONAL VARIABLE			-
	ORGA111 ZATION	CONTENT	COHLEGA	FACTITITES	2000		::
				1 101111110	1893	ETALCALION	COMMENTS
	terests & skilis,			As p <b>ro</b> vided	None	Fre-6-post pu-	
Student	take part in cul-					Survey of to-	٠
	ties.	sell-concept.				tal program,	
	Extra-curricular	Plays, film prod.	P-T disc., re-	Buses, cameras		Pre-&-post pu-	
Technet	774	shops tied to	Source people UW- field trips	mtls, puppets		pil attitude survey by tchr.	
	cussion.	improved pupil				of total program	
·		self-concept.				made, for tutors of reading.	
Administrator	Coord, with to-	Inservice funds	•	School bldg.			
2	gram.	as dramatics.	elem.& second. prins. & curr.	space.			
229			committee, com-	<u>.</u> .			
			- C 3- C - C				
Educational	i.Graphics, take photos for Title	1.Media 2.Staff & pupil	l.Field trips media use organ-	aide amat	Title I		
o Sectation of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the co	rce people		ization. 2.Workshops.	mtls. as for puppets.			
			•				
		dent self-concept					
	TchrP planning for student extra	Home encourage- ment of children	Discussions:			Pre-8-post stu-	
Family		to take part &	ance at some			survey of total	
		<pre>learn own inter- ests for improved self-concept</pre>	programs; read at home.			program, tchr made	•
Sommunity		Dramatics, Music Autos, Profession-	Provides opportunities & re-			`	
. •	cuttural groups.	al resources.	source people.			:	
			- i				

EXHIBIT: C-17 LEVEL: 10

OBJECTIVE: AFFECTIVE NO. 3
AREA: SECONDARY ALLIED ARTS FOR
SELF-CONCEPT BUILDING
EAST HIGH - ADULT VOLUNTEER TUTOR PROGRAM

## DIRECTORY-EVALUATIVE INSTRUMENTS

Evaluation of these activities, because of their unscheduled and varied nature, will be incorporated into the adult volunteer tutoring program and Youth Tutoring Youth program. The activities attended, under direction of the ESEA-Title I chairman, will be considered part of the remedial reading motivations offered.



#### PLANNING CAMP ACTIVITIES

Approximately 110 disadvantaged children, grades 4-6 will receive one expense-free week at the 1973 4-H youth summer camp at Camp Bird west of Crivitz, Wisconsin. Established as a youth camp by Marinette County in the early 1940's, Camp Bird has four cabin clusters of six cabins each, plus a cluster meeting house for each area. Leasing the camp facilities is the Northeastern Wisconsin Youth Camp Association, an organization of 4-H youth leaders, University of Wisconsin - Extension.

Supervision of our disadvantaged group of children would be twofold. First, the experienced 4-H camp staff would care for them as they do all other children, Helping them, too, would be parents on a 1:10 basis, whose expenses are included with the children's fees. Transportation, and supervision between home and camp will be provided by the project and the parent chaperones.

Four curriculum areas comprise the camp activities, these being written by tension staff:

- 1. Acquatics skills and safety
  Swimming Canoeing Boating
- 2. Nexture Study Skills and Hobbies
  (Tking Soil Study
  (Water life study Collections
  and Scrapbooks
- 3. Arms and Crafts Skills and Hobbies Leatherwork ster Lacing Basketry
- 4. Remreation skills and appreciations Sports (games)
  Evening Programs, Talent shows
  Olympics Campfires Dances
  Scavenger Hunts.

Evaluation will be by camp staff and project mothers using an instrument designed by ESEA-Title I staff.

# SUGGESTIONS-PROJECT A-V SPECIALIST

- 1. "Rainy Days" will be anticipated by: Productions of slide series and provision of films, i.e.
  - a. Aquatics
  - Nature Study, as identification of various pines.
  - Specialist to give indoor water color lessons on painting trees, etc.
  - d. Recreation Advance preparation of award certificates, cleanest cabin, etc. accomplishment diplomas.

Camp staffing all by UW-Extension, consists of camp Director - Health Director, Asst. Cooks (2/wk) Nature Director, Counselors (College Youth), Waterfront Dir. 1/6 clusters Arts & Crafts Dir., Jr. Counselors, Project Mothers 1/cabin of 9 children.



Construction of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of

****					ENSTRUCTION OF THE STE			
		- ORGITIZATIO:	2012112	WETHOD	SELLIZON	5		# 67.CC
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	-eacher		Developing self- concept.	S-S, S-group, varied activity motivation.	Nature trails arts 2 crafts.	UM-Ext.	UM-Ext. pupil attitude survey.	
232	Administrator	Camp director Administrator oversees operational plan, SW-Ext.	Developing self-concept	Staff confer- ences to assess progress of plan-	Family cabin, office, bus.	Title I Pays \$21.00/ child,plus		
	Educational Specialist	1.Health Director 2.Counselor 3.Graphics (37)	1.Health Director Developing self- 2.Counselor concept 3.Graphics (3.7)	Apply first aid		UW-Ext. Project Graphics		
To the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of th	Family	Selected mothers assist with var- ious camp activi- ties.	Developing self- concept.	Motivation for camp.			Camp chaperones completes project scales.	
nge enn var hammagevagevaler (nje gar var un	Community	UW-Ext. 4-H County Youth Director.	Coord. UW-Ext. preparations for camp experiences.	Staff conferences, to G.B. schools & UW- Ext.	Camp Bind	UW-Ext.		

# DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING L'ERSCH	DESCRIPTION OF INSTRUMENT	PAGES
ിമിന Counselor	Project Rating Scale for Camp Counselors	p

OBJECTIVE: AFFECTIVE: NO. 3
AREA: 4-H SUMMER CAMPING FOR
FLEMENTARY LEVEL SELF_CONCEPT BUILDING

EXHIBIT: C-21 LEVEL: 4-16

## PROJECT CAMP CABIN COUNSELOR RATING SCALE

o - not observed

highest possible score

			Rating	Scale		
OBSERVABLE BENAVIORS	0	1	2	3	4	5
HEALTH HABITS			,			
Practiced camp cleanliness rules for teeth, hair, hands, etc.				į		,
Maintained strength by adequate rest			·		i'	
kept his bunk area neat and clean						
CITIZENSHIP						
Took active part in camp activities				<u> </u>		
Mas accepted by camp groups					Ì	
Ans willing to share camp activities with others						
Stayed within camp regulations						• !
CURRICULUM						
rearned skills of aquatics				0		
Took active interest in nature activities						
Completed arts and crafts projects				<del>                                     </del>		-
Took active part in recreational program					<del> </del>	<u> </u>
AFTRECT TIONS				<b>†</b>		
this fully involved in enjoyment of daily activities						
The second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of th						<u> </u>



OBJECTIVE: AFFECTIVE NO. 3
AREA: CLINIC-REMEDIAL READING TYPE ACTIVITIES

FOR ELEMENTARY SELF-CONCEPT BUILDING

EXHIBIT: C-22 LEVEL: 4-6

### CLINIC ACTIVITIES

More severe reacting problems of clinic-type children limits their avenues to appreciation through printed materials. The following varied activities, however, are designed to provide small achievement experiences of a reality therapy nature.

1. Games, performance-type

Improved reading skills, i.e.

Better eye movement
Increased reading speed
Increased comprehension
Improved braid interpretation
Improved hand-eye coordination
Improved sportsmanship, i.e.
Shares meaterials with peers
Encourages achievements of peers
Increases willingness to take
part in a "competitive"
game regardless of individual
chance of "victory".

2. Equipment and materials, performance

Honesty

Checks out and returns equipment and materials w/o supervisiom
Maintains own records on use of equipment and materials
accepts accuracy of reports of peers.

Responsibility
Accepts self-instructional
assignments using individual
equipment and materials

Takes proper care of equipment and materials - reports needs.

Etalili 0-23

NONITUALIA 3:3.3. - ESEA-TILLE I Time Interval: 12 weeks

CTS: AFFECTIVE IC. 3 COLUTO-REMEDIAL READING TAPE ACTIVITIES FOR ELEMENTARY SELF-CONCEPT BUILDING

			THOUSE CONTRACTOR	TANK TELE			
		NET100	COHECT	SELTETOIS	2005		COMM
Student	Personality survey, rating scale.	Improved response socially.	Sharing of feel- ings & interests read of others' problems.			CIP, Fost projectives, socio-grams scale, Ordal's self-concept scale Tchrmade emptional problem scale, leadership capability scale, incomplete sentence test, Sak interest inventory, locally made self-concept scale.	
Teacher Teacher	Meets in at least semi-individual situation to es- tablish rapport w/student.	Invent: I want to be, projective, completion tests, personality tests.	Administered & tallied by tchr. indiv. discussed w/student to correlate interest.				
Administra- torFed. & otherwise			R Supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supervision of supe		1.Title I Materials District		
Educational Specialist Family	Help our child- ren accept them- selves, be inter- ested in the better things in life.		Assist in re- routing activs. in direction to draw children motivate.			Ichrmade Survey forms.	

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OBJECTIVE: AFFECTIVE NO. 3
AREA: CLINIC-REMEDIAL READING TYPE
ACTIVITIES FOR ELEMENTARY SELF
CONCEPT BUILDING

EXHIBIT: G-24 LEVEL: 4-6

# DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Clinic Specialist	Teacher Rating Scale of Pupil Progress	
		•

OBJECTIVE: AFFECTIVE NO. 3

EXHIBIT: C-25 LEVEL: 4-6 AREA: CLINIC--REMEDIAL READING TYPE ACTIVITIES FOR ELEMENTARY SELF-CONCEPT BUILDING

## EVALUATIVE INSTRUMENT

NAi	JE DA	TE :	 			
0138	SERVABLE BEHAVIORS		2	1 3	4.	5
1.	Game Skills					
	Reading skills achievement  Left to right eye motion  Eye-hand coordination  Increased speed in reading  Increased comprehension  Improved oral interpretation  Sportsmanship  Encouragement of peers making achieveme Willingness to compete  regardless of "victory"					
2.	Performance - Use of Equipment & Material  Honesty Self-checkout and return Haintaining own records on use of individual equipment & materials					
3.	Security from personal lessons Voluntarily accepts lessons assigned within his range of performance					



OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
PILOT PROGRAM, NORWOOD-OAK GROVE

EXHIBIT: D LEVEL: 1-6

### BEHAVIORAL OBJECTIVE

Through an organized tutoring program, participating ESEA-Title I elementary students will enhance their self-image and develop a background that will increase readiness for reading achievement. The intermediate students will be paired with primary students. Time for planning and making materials will be included in the center teacher's weekly schedule. Evaluation will be by teacher observation and checklist on attitudes toward school, peers and learning.

OBJECTIVE: AFFECTIVE NO. 4
AREA: ELEMENTARY YOUTH TUTORING YOUTH
NORWOOD-OAK GROVE PILOT PROGRAM

EXHIBIT: D-1 LEVEL: 1-6

	CLASSROOM ACTIVITIES	SUGGESTIONS: AV SPECIALIST
2.	Role Playing Pantomimes	To be developed by audio-visual graphics specialist in direct co-operation with center
3. 4.	Painting Finger Plays	specialists of Norwood and Oak Grove Schools
5. 6.	Silhouette Stories Tape recorder	
7. 8.	Cassette Experience Charts	



Time Interval: 12 weeks

AREA: ELEMENTARY YOUTH TUTORING YOUTH
NORWOOD-OAK GROVE PILOT PROGRAM

MONITORING SYSTEM - ESEA-TITLE I

ا. _								
				INSTRUCTIONAL VARIABLE	VARIABLE			
-		ORGANIZATION	CONTENT	метнор	FACILITIES	COST	EVALUATION	COMMENTS
	Tutors	1-1 Small Group	Sharing of feeling and interests. Changing attitude	L-I lutorial, Experience charts enrichment activities in com, skills as developed with teacher.	A-V Media		Checklist on attitudes.	
	Center Teacher	Small Group	Developing a better self- concept	Teacher/tutor interaction to demonstrate learning prindiples of reading at/ the 1-3 level.	Classroom, materials to develop teaching tools.	Title I	Observation administration of checklist.	
241_	Administratío	n Organization	Supervision and Administration Crganization consultation with center teacher.	Conferences with teacher	School	See Title I Budget	Observation	
	Educational Specialist IMC Person	1-1 Small Group	AV needs of center teacher	Train students in use of AV Equipment	School IMC Office	Title I	i i i i i i i i i i i i i i i i i i i	
	Family	Family/tchr. group		conferences			Conferences	
	Community		Visit places Resource people	Walk to visits in the neighborhood				· ·
!		,	T					

OBJECTIVE: AFFECTIVE NO. 4

AREA: ELEMENTARY YOUTH TUTORING YOUTH NORWOOD-OAK GROVE PILOT PROGRAM

EXHIBIT: D-3 LEVEL: 1-6

# DIRECTORY_EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Student	YTY Self-Rating Scale	
Center Teacher	Center Teacher Subjective Rating Scale	·

OBJECTIVE: AFFECTIVE NO. 4 AREA: ELEMENTARY YOUTH TUTORING YOUTH NORWOOD-OAK GROVE PILOT PROGRAM EXHIBIT: D-4 LEVEL: 1-6

### YOUTH TUTORING YOUTH SELF-RATING SCALE

SCHOOL

STUDENT	SCHO	OL			DA	TE
DIRECTIONS:	Place an X in the box on indicate your own judgeme	the scal	e which	you beli		l best
1 - lowest	3=Ave	rage	,		5. =	Highest
Rating 1=Tuto 2=Tuto			٠			
		·.		RATING S	CALE	
OBSERVAB	LE BEHAVIOR	1	2	3	4	__ 5
l. I am sure	e of myself					
2. I am on t	cime					
3. I am orga	nized			and the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second o		
4. I know ho	ow to plan					
_	ood use of my time					
6. I follow	directions					.,
	ng well with others					
8. I like so	chool			,		

Pre ---- Red line graph Post --- Green line graph OBJECTIVE: AFFECTIVE NO. 4

AREA: ELEMENTARY YOUTH TUTORING YOUTH

EXHIBIT: D-5 LEVEL: 1-6 NORWOOD-OAK GROVE PILOT PROGRAM

# CENTER TEACHER SUBJECTIVE RATING SCALE

NAME	SCHOOL			DATE			
DIRECTIONS: The h	ighest degree of performance	e is <u>5</u>	and <u>3</u>	is ave	erage.		
Rating: 1 - Tutor 2 Tutee							
OB	SERVABLE BEHAVIOR -	SUBJEC	TIVE S	CALE		·	
The Student:		1	S	3	4	5	
Assumes responsibility with assignments							
Respects school authority							1
Follows directions, oral and written			·	·			1
Is careful of school property							
is occupied with lessons during scheduled time			·				
Does accurate work for ability							
Shows creativity in oral expression							7
Is cooperative with peers							-1
Shows self-control in accepting criticism							
Is courteous						•	
RE Red line gr POST Green line	eaph	<u> </u>				-	4
Year/Month of ratir	ng	· · · · · · · · · · · · · · · · · · ·		·			
orade or Level	·						



OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE-WAY READINESS SELF-CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E LEVEL: 4-12

### BEHAVIORAL OBJECTIVE

The boys at St. Joseph's Home, through learning experiences with emphasis on reading and mathematics, will show positive growth in self-concept, increasing development of personal goals, and more positive attitudes towards others. This growth will be measured by staff-made attitude scales to be completed by the boys, teachers, and teacher-aide. Positive growth is defined by the standards of observable behavior incorporated in the evaluative instruments.

AREA: THREE-WAY READINESS SELF CONCEPT PROGRAM ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-1 LEVEL: 4-12

#### IMC ACTIVITIES

SUGGESTIONS--PROJECT AV SPECIALIS

These will be made as follows:

Staff (with pupil help)
Development Charts
Project displays
Videotapes
Recordings of discussion questions
IMC Uses
Aide (Title I) only - ½ time
Motivational use of materials
Visual Aids preparation
Oral reading to boys
Displays of curriculum materials
Teaching care and use of IMC equipment and materials

 By project parent aide paid by Title I
 By personnel as the one.

2. By personnel of the CESA 8 special education IMC's who are contracted to provide IMC materials.

#### Pupils

Learning to know oneself Develop positive, self-reliant attitudes Develop positive social attitudes Develop self-reliant and self-directed activities Develop interest and curiosity in enriching knowledge Creative requests for help Learning to work with peers Learning good study habits Learning self-disciplines needed for group study area Use of IMC reference sources Handling, operating, and assuming responsibility for equipment Experience success academically Developing realistic life goals

EXHIBIT:

ACMINISTIC STREET - ESEM-TITLE I

OBJECTIVE: AFFECTIVE NO. 8
AREA: THREE WAY AEVELIESS-SELF CONCEPT PROGRAM.
ST. JOSEPH'S HOVE FOR BANK

-	CONMENT							
	EVALUATION	Attitude scale preform	Attitude Scale preform	Attitude scale preform		I		
	300	\$200 to CESh	Title I	Title I	: 1: 1: 1:		hom <b>e</b>	
INSTRUCTIONAL VARIABLE	FACILITIES	AV media & equipment, Waterials from CESA 8	Same as above	Same as above	·	CESA 8 material. & department	Home's groupings	Areas to build experiential background
INSTRUC	H.ET.HCD	Discussion; demonstration concrete experiences	Various techniques to teach CESA 8 materials	Reinforcement methods	Observation conferences with teacher & teacher aide.	Development of AV materials	Study help when needed- following activities	films, f/strips,
	CONTENT	CESA 8 TWC materials	Same as above	Same as above		materials for filmstrips video tapes etc.	readiness materials (CESA 8)	Resource for experience
	03653712511031	Small group individual.	Unit planning small group	Small group 1-1		Small group individual projects	1 - 1	
	,	Student	Teacher	Teacher aide	Adminis- trator Federal	Educational Specialist CESA 8 personnel	Family includes Hone's grûupings	Community

OBJECTIVE: Affective No. 5

AREA: Three Way Readiness Self Concept Program St. Joseph's Home for Boys

EXHIBIT: E-3 LEVEL: 4-12

#### DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY TEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
		The second discondition of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second
•		
	_	

SUCCEPTIVE. MAR ADDITION OF CONCEPT PASSIBLE. ST. JOSEPH'S HOME FOR BOYS

NAME

#### STUDENT SELF-RATING

1/1	AGEAGE				DATE	
<u>5</u> 1	- highest possible score - lowest possible score					
			F	RATING	SCALE	
I.	I know what subjects I'm best in.	1	2	3	1	5
2.	I know what subjects I'm poor in.	and the Property of the Control	1	+	-	-
() A	I want to learn more.		-	+	<del> </del>	-
4.	When I don't know answers to my work I don't finish it.			-	-	├
5.	Doing schoolwork is hard for me.				-	ļ
6.	I know that I can learn more.					<del> </del>
7.	I f <b>ini</b> sh my assignments every day.			_		_
8.	I need more help in learning my school work.	•			<del> </del>	
9.	I use different learning machines. (slide projector, viewmaster, tape recorder, etc.)					
10.	1 like teachers or aides to help me in the Learning Center.					
11.	I can control the way I act in school.	$\neg$				
12.	I like trying to learn more about things and people.					
13.	I let other boys study without disturbing them.					
14.	I need to learn more.					
15.	When I don't know how to do my work, I ask someone.					
16.	Other boys bother me in the Learning Center.					
17	Doing schoolwork is easy for me.	_				
8.	Teachers and Aides help me learn better.	$\top$		<del></del>		
9.	I like listening to records to learn.	_				
20.	I like to find out things for myself.	_	_			



OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-4 LEVEL: 4-12

#### STUDENT SELF-RATING SCALE

NAME	SCHOOLA	GE		DAT	E		
	highest mossible score.	ı					
,				RA	TING	SCAL	E
-			î.	2	3	4	5
21.	I take care of school equipment.						
22.	I can learn a lot by looking at filmstrips.						
23.	I wait my turn to use learning materials.		,			. 1	
24.	I think about what I want to be when I grow up.	;					
25.	There are lots of things I know.				-		
26.	I do what the teachers and aides ask me to do.						
27.	I let other boys use learning materials when I'm don	e.					

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-5 LEVEL: 4-12

T EACHER	RATING SCALE OF PUPIL PR	ROGRESS
NAMES	CHOOL	AGE DATE
JBSERVABLE	BEHAVIOR - TEACHER EVAL Subjective Scale	UATION
$\frac{5}{2}$ - highest possible score $\frac{1}{2}$ - lowest possible score		

TH	IE STUDENT:		RATII	NG S	CALE	
		1	2	3	4	5
	SELF CONCEPT					-
1.	The second creditiness and organish	l .				
2.	Chooses appropriate attire	<del> </del>			<b> </b>	
3.	Maintains good eye-contact during conversations					_
¸ <b>4</b> •	naiks with head up, ease, and coordination	<del>                                     </del>			$\vdash$	
5.	Initiates conversation and uses appropriate language					
6.	can follow a topic of conversation and contribute					
_	conerently to it		l		l	
7.	The more in Education to positive reinforcement					
	than to negative reinforcement		- 1		ļ	
8.	Shows increased skill in organizing time and materials				-+	
9.	Shows a lessening of anxiety by greater cheerfulness		-+		$\overline{}$	
	and consistency in self-direction		- 1	I	- 1	
			$\neg \uparrow$			
	SOCIAL RELATIONSHIPS					
10.	Cooperates with group regulations and is respectful		i	İ		
	to Stair members	- 1	j			
11.	Is sensitive to the needs of the other boys (offers		+	$\dashv$	-+	
	assistance and does not provoke by teasing)	į	- 1			
12.	Accepts new boys without bullying or jealousy		-+	-+	-+	
13.	Praises the good work of other boys					
14.	Shares books, supplies, games, and treats willingly	-+	<del>-  </del>	-+	-+	
15.	Shows self-control by tolerating teasing without	$\dashv$	-	<del>-  </del> -	<del>-  </del> -	
	profanity and anger			- 1		
16.	Shows self-control by accepting opposition or	$\dashv$			<del> -</del>	
	criticism without temper tantrums or direct agression				ı	- 1
17.	nandles school property carefully and owns up to any		-		-	
	damage for which he is responsible	]	İ			- 1
18.	Waits patiently for his turn to use materials		-+	-+		
			<del></del>			

OBJECTIVE: AFFECTIVE NO. 5

AREA: THREE WAY READINESS SELF CONCEPT PROGRAM

ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-5 LEVEL: 4-12

### TEACHER RATING SCALE OF PUPIL PROGRESS (Continued)

THE	HE STUDENT:		RATI	NG S	CALE	
		1	2	3	4	5
	SCHOOL ATTITUDE AND ACHIEVEMENT					
19.	Begins work promptly without wandering, rationalizing, or passive resistance					
20.	Works independently without disrupting others activities					
21.	Shows a desire to achieve by listening attentively, attempting and completing assignments, and evaluating					
22.	the results realistically Shows interest in learning by questioning calf determined					
~~•	Shows interest in learning by questioning, self-determined research, and eagerness to share experiences with others					
23.						
24.	· · · · · · · · · · · · · · · · · · ·					
25.	Can initiate projects and carry them out creatively especially in areas of his own innate ability or academic strength					 
26.	Has learned to manage materials and machines in the Learning Center					
27.	Shows that he enjoys using the Learning Center by orderly conduct, care of materials, and supplementing assignments with additional information found there					

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-6 LEVEL: 4-12

# Approximately 26 boys, all custodial residence at St. SUGGESTIONS - PROJECT AV SPECIALIST

in custodial residence at St.
Joseph's Home for Boys, cannot
join in ESEA-Title I activities
of fellow residents attending Green
Bay public schools. Sister Carol,
principal, and Neil Crowell, counselor, will, therefore, coordinate
up to 30 hours of field trips
through the ESEA-Title I reading
center chairman, Christ Episcopal
Church annex.

30 hours of field trips, by custodial boys of St. Joseph's Home for Boys, will depart directly from the home. Here, too, the objective will be to initiate within each boy a sense of personal worth and responsibility (or self-concept)

Each field trip will be selected center chairman. for its relationship to pre-and-post classroom activity and real-life values.

Evaluation, by principal, will be by attitude scales worked out in cooperation with the ESEA-Title I chairman, as with 1972 4-H camping experience.

Individual pupil critiques of his field trip experiences can be written on 8½ x 11 paper. These in turn, can be kminated, with an illustrated cover, and bound in permanent book form by the project graphics facilities. Pages of captioned still pictures and pupil sketches could be included. Arrangements can be made through the project reading center chairman.

MONITORING SYSTEM - ESEM-TITLE I destive: Affective NC. 8
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S NOWE FOR BOYS -- FIELD TRIPS

Time Interval: 12 weeks

	,						
			INSTRUCTIONAL VARIABLE	ARIABLE			*
	ORGANIZATION	CONTENT	METHOD	FACILITIES	LSOO	EVALUATION	8
Student	Bring cameras, containers, & clothes neces- sary.	Learn that learn- ing can be fun, & appreciate one's own abilities.	Field trips, learning to ob- serve & listen for signs in the outside world.	Busses, cameras, special clothing & materials.			
Teacher	Prepare boys for various aspects of trip: travel, geo, area, things to look for.	Develop in them a positive self- concept.	Field trip des- tination & aca- demic design.	Plans for all necessities & makes requests		Teacher observation form or letter on each trip.	
Adminis- trator OFed. & Cherwise	Make necessary arrangements-departure time, stopping points, time of return.	Help to develop a positive self-con- cept in pupils.	Letter to Title I chairman, pre- ferably on 2-wk. notice.	Coordinates provision of needs.	\$180 of costs up to 60 mi.	Submits teacher observations to Title I chairman by	
Educational Specialist	Contact Classrm. As above, Photo Dist., Inc. Receive of at least one invoice for trip field trip. costs.	As above, Photos of at least one field trip.	Forwards request to project admin. & director. Book- keeper keeps journal of costs.	Bus only		Collects all by	
Family includes the Hymes groupings Community	Prepare lunch for boys; dress them appropriately.	Love of boy to be demonstrated by writing & sharing experiences Concern for boys' Welfare.	Letters, phone calls.	Photos, for bulletin board. Field trips resources.			

OBJECTIVE: AFFECTIVE NO. 5
AREA: THREE WAY READINESS SELF CONCEPT PROGRAM
ST. JOSEPH'S HOME FOR BOYS

EXHIBIT: E-8 LEVEL: 4-12

## TEACHER RATING SCALE OF PUPIL APPRECIATION TOWARD FIELD TRIPS

NAME		·			· .		
OBSERVABLE BEHAVIORS	·	0	1	2	3	4	5
Completes independent assignments on field trips	<u> </u>						
Cooperates with group regulations required for field trips							
Identifies amusing elements of field trip situations			]				
Shares experiences of interest with others							
Practices care of animals and their habitats							
	<del></del>						



EXHIBIT: F LEVEL: 7-12

OBJECTIVE: AFFECTIVE NO. 6
AREA: CHORAL MUSIC PROGRAM
FOR SELF CONCEPT BUILDING
OUR LADY OF CHARITY SCHOOL

#### BEHAVIORAL OBJECTIVE

Approximately 87 junior-senior high age girls in Our Lady of Charity School participating in this music appreciation program of choral music and listening activities will be able to:

- 1. Compete in the district music festival.
- 2. Perform as a musical group at two public performances.
- 3. Be able to identify musical contributions and contemporary artists, will classify them as folk music, country and western, musical stage plays and pop music.

Evaluation will be accomplished by a teacher's 10 point rating scale of observable pupil behaviors.



	CLASSROOM ACTIVITIES		SUGGESTIONS-PROJECT MEDIA SPECIALIS
1.	Group sing-alongs to identify voices and present music.	1.	Tape second practices of groups and individuals for immediate playback.
2.	Development of informal vocal music groups	2.	Include pictures of singing groups in annual.
3.	Possible program by girls at spring graduation exercises.		Record final achievements for replay to later groups.
·		4.	Give tapes to girls to play in their cottages.

EXHIBIT; 1 EVEL: 7-

WCNITORING SYSTEM, ESEA-TITLE I Time Interval: 12 weeks

GIORAL MUSIC PROGRAM FOR SELF CONCEPT BUILDING OUR LADY OF CHARITY SCHOOL

AFFECTIVE NO. 6

CBUBOTITE: AREA: CROR

INSTRUCTIONAL VARIABLE			Choral music instruction Song books Lusic appreciation records AV equipment		Development Choral Music, Folk and Modern Music, Music appreciation	AV equipment	Music room Evaluation of by school.		Photography	Development of	musical group.
IABLE	- 1	FACILITI			ic,	udinba vv	Music roo by school		Photograp		
INSTRUCTIONAL VAR	METHOD	MEI DOD	Choral music instruct Eusic appreciation		Development Choral Mu Folk and Modern Music	HOTOGOLAL				Development of	musical group.
	CONTENT		Various types of music. Singing activities. Listening activities.	1/2=:	various types of of music - group training						
	ORGANIZATION		Approximately 87 girls	Prenare lesson	instruct,	Making pecessis	arrangements.			OLC Guild Style	Show. District Music Festival. Two public
		St. dent	11190010	Teacher		Administra-	1	Educational	Specialist	Community	Í

OBJECTIVE: AFFECTIVE NO. 6
AREA: CHORAL MUSIC PROGRAM
FOR SELF-CONCEPT BUILDING
OUR LADY OF CHARITY SCHOOL

EXHIBIT: F-3 LEVEL: 7-12

#### DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSONS	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	10-point rating scale of observable pupil behaviors.	

EXHIBIT: F-4 LEVEL: 7-12

## * TEACHER RATING SCALE OF OBSERVABLE BEHAVIORS

NAME			-								
OBSERVABLE BEHAVIORS	0	1	2	3	4	5	6	7	8	9	10
Smiles in greater frequency											
Voluntarily cooperates with faculty and staff											
Remains on campus without violating honor system						,					
Religious attitude became more open											
Cooperates with, instead of "baiting," faculty											
Voluntarily completes homework on time					-						
Vocational interests became more selective							·				
Begins to consider ways to achieve own socially acceptable destiny											



^{*} To be completed both before and after each pupil's course of training.

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND YOUTH TUTORING YOUTH PROGRAM
EAST AND WEST SENIOR HIGHS

EXHIBIT: G LEVEL: 10

#### BEHAVIORAL OBJECTIVE

Through a two-part tutoring program, twenty five ESEA-Title I sophomores of West high school will tutor disadvantaged pupils of Lincoln, while twenty-five similar students of East high school will be tutored by adult volunteer tutors, individuals of both groups of high school students to improve in their self-concept. Evaluation will be by pre-and-post parent-classroom teacher, and student subjective rating scales of observable behaviors.

#### CLASSROOM ACTIVITIES

#### SUGGESTIONS-GRAPHICS

To be based upon:

Local workshop training using:

Handbook, National Reading Center, <u>Tutors Handbook</u>, pp. 6-7, others

Handbook, National Reading Center, Tutors Trainers Handbook, pp. 9-12, and others

Handbook, National Reading Center, <u>Teacher Orientation</u> Handbook, pp. 15-20, and others

Inservice training to support workshop activities and follow-up.

EXHIBITÎ G-2 LEVEL: 10

CBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND SCITE
TUTORING YOUTH PROGRA!!
EAST AND WEST SENIOR HIGHS

INSTITUTIONAL			INSTRUCTIONAL VARIABLE	RIABIE			
VARIABLE	Organization	Content	Machael	1			
		211521100	Method	racilities	Cost	Evaluation	3
Student 1. West (Tutor) 2. Lincoln 3. East	West (Tutor) 1. 2hrs./wk.,1:1 Lincoln 2. lhr./wk., 1:1 East 3. 2hrs./wk.,1:1	Remedial Reading For All	Tutor-Student Interaction	As			
Teacher 1. East 2. Lincoln	To Determine	Remedial Reading	Teacher Tutor Conferences	Arrange With Administration	See	Arrange With ESEA-Title I Specialist	
Administration 1. Principals 2. Coordinators	"Identify students for tutoring Assign Tutors	Remedial Reading		1. 1:1 work areas table, 2 chairs 2. Get from principals table, 2 chairs			47
Educational Specialist 1. Tutor 2. ESEA-I	1. Tutor Follows 1. Teacher or Specialist's 2. Direction	1. Tutor Remedial Reading 2. ESEA-Title I Remedial Reading	Tutor-Specialist Interaction			2. Subjective Rating Scales	
Famil y			Encouragement of pupils			lbid, for	
Community	14 Organizations provide tutor volunteers			HP	ESEA- Title	parents	

OBJECTIVE: AFFECTIVE NO. 7
AREA: ADULT VOLUNTEER AND YOUTH TUTORING YOUTH PROGRAM
EAST AND WEST HIGH

EXHIBIT: G-3 LEVEL: 10

## DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Farent	Parent Subjective Rating Scale of Pupil Behaviors	
Teacher	Teacher Subjective Rating Scale of Pupil Behaviors	
Student	Student Self Rating Scale "A"	
	Student Self Rating Scale "B"	
	Student Self Rating Scale "C"	

EXHIBIT: G-4 LEVEL: 10

### PARENT'S SUBJECTIVE RATING SCALE

Studen	t	D.	ate			
Direct	ions: Please "x" in the point on the sca will best indicate your judgment of	le Whic	ch, yo	u beli s beha	eve, vior.	
•	l=lowest	5=high	nest			
Rater: Rated:	One parent West high youth tutors and East students	tutore	ed by	adult v	volunte	ers
	OBSERVABLE BEHAVIORS	<u></u>		ING SC	ALE	
			2	3	4	5
1.	My child respects authority.					
2.	My child follows directions.					
3.	My child cares for property belonging to others.					
4.	My child completes work promptly.					
5.	My child does accurate work					
6.	My child shows imagination.			-		
ery; I ■	My child works independently.					
8.	My child shows initiative.					
9.	My child is cooperative.					



OBJECTIVE: AFFECTIVE NO.7 AREA: ADULT VOLUNTEER TUTOR

AND YOUTH TUTORING YOUTH EAST AND WEST HIGH

#### EXHIBIT: G-5 LEVEL: 10

#### TEACHER'S SUBJECTIVE RATING SCALE

Student	Date	
Directions: 0 = traits non observable 5 = highest degree of perform	ance	
Raters: Both tutor and classroom teacher Rated: West high tutors and East high st	udents tutored by adul	t volunteers.
OBSERVABLE BEHAVIOR	DATTM	G SCALE
ODSERVABLE BERAVIOR	LAT THE	3 SCALE
The Student:	0 1 2	3 4 5
Assumes responsibility with assignment	8	
Respects school authority		
Follows directions, oral & written		
Is careful of school property		
Is occupied with lessons during schedu Does accurate work for ability		
Shows creativity in oral expression		
Is cooperative with peers		
Shows self-control in accepting critic	1 1 1	
Is courteous		
PRE - RED line graph. POST - GREEN line graph.		
Year/Month of rating		
Grade or Level		
Age: Year/Month		



#### EXHIBIT: G-6 LEVEL: 10

#### STUDENT SELF-RATING SCALE "A"

Student			teran or remain	<del></del>	·			Dat	te	<del></del>		
Directi	ons:							scale which			i11	
			. 1	= lowe:	st			5 = hi	ighest			
R <b>ater:</b>	West	high	youth	tutors	and E	ast	high	students	tutored	by adult	volunteer	s.

			RATI	VG SCA	LE	
	BEHAVIOR BEING RATED	1	2	3	4	5
1.	I enjoy working and associating with people.					
2.	I respect the rights of others.					
3.	I have the ability to say the right things to people so that I do not hurt their feelings					
4.	I recognize my responsibilities.					
5.	My friends and family can depend on my loyalty					
6.	I tolerate and/or respect the opinions of others.					

PRE -- RED line graph
POST -- GREEN line graph

## STUDENT SELF-RATING SCALE "B"

StudentDate				<del> :</del>	
Directions: Please "x" in the point on the scale wh best indicate your own judgment of your					
1 = lowest $5 = h$	ighest	;			
Rater: West high youth tutors and East high students	s tuto	red b	<b>y a</b> du	lt vo	luntee:
BEHAVIOR BEING RATED		RATI	VG SC	ALE	
	1	2	3	4	5
1. I have self-confidence.					
2. I am free from worries, anxieties, and tensions.					
3. My relationships with my family are pleasant.					
4. My friends get satisfaction from knowing me				-	
5. I accept other people as they are.					

PRE -- RED line graph
POST-- GREEN line graph

EXHIBIT: G-8
LEVEL: 10

### STUDENT SELF-RATING SCALE "C"

Student		Date	•	·		
Directions: Please "x" best indicate	in the point on the	iccola which				
	l = lowest	5 =	high	est		
Rater: West high yout	tors and East high				Bult vo	lunta
		,			10 00	Talle
BEHAVIOR BEI	NC DATED					
DELEVIOR DEL	NG RATED		RAT	ING SC	ALE	
Characteristic		1	2	3	4	5
funny						
popular						<b> </b>
confident	\$ · · · · · · · · · · · · · · · · · · ·	·	·			
attractive					.,	
considerate		1 1				
73				L <u>]</u>		

NOTE: Presentation of self-rating scale terms orally explained by teacher.

EXHIBIT: H LEVEL: ADULT

#### BEHAVIORAL OBJECTIVE

ESEA-Title I center teachers and target area classroom teachers will contribute, during their October, 1972, parent conferences to the completion of a human resources survey, among target area parents, this to create an awareness of parents, retired persons, or others, as they could relate to classroom enrichment activities. Evaluation of the project will be the preparation, by each target school center teacher, of a minimum list of 10 resource people available from each target school area.

#### ACTIVITIES FOR SURVEY

#### AUDIO-VISUAL SUGGESTIONS

Locate individuals willing to share their skills with elementary students on a group or individual basis.

Acquaint teachers with personal resources available within our schools and community.

Involve retired people as well as parents and other interested people.

Alert target school staffs to the human resources available within the local and larger school communities.

Compile information from the survey questionaires into a resource file, a complete file to be set up within each target school center, this to be done by the Spring of 1973 and before the close of school.

Screen the lists of resources volunteered.

Write pupil "thank you" letters to volunteers.

To be worked out in September, 1972, between the project graphics specialist and center teachers.



OBJECTIVE: AFFECTIVE NO. 8
AREA: HUMAN RESOURCE SURVEY
TARGET SCHOOLS OF GREEN BAY

EXHIBIT: H-2 LEVEL-ADULT

TITLE I
(each Title I school's name
& address)

Dear Parents,

Will you please take a few minutes to help the students at ______ School?

Some of the best resources we have are you as parents of children in our school. I know many of you have special knowledge and skills that would be of interest to the students. Would you please answer the following questionaire and return it in the self-addressed, stamped envelope enclosed?

This information will be compiled and filed to be kept in the library to be used by the teachers to contact you.

Thank you for your cooperation in assisting us to enrich our school curriculum.

Sincerely,



#### RESOURCE SURVEY

Address		and the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of t
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THIड वाड का	lists to follow As a mero for the ch	ings strate we will be sefuncteres to
the + budent	d.s. There are and hy more !	ings that weard be of interest to
HOBBIES:	Fishing (making Fish)	THEF)
	Boats and Boat Ings Huntings	· · · · · · · · · · · · · · · · · · ·
	Collections (stamps oc	Hydeliauficacoppativity a secto.)
,	Art projects (drawing). Craft projects (ceramic	painting; etc. ) s, knitting; sewind) quititing; making; piliow making; flowers
	arrange	ement, beading flowers, etc.
occupations:		
	Office techniques Bookkeeping - accountir	tu.
	Medicine	ig.
	i. aw	
	Banking Sports	- N
	Storekeeping - Purchasi	က် <b>င်</b> မ
	Rastaurant - Food Prepa	ration
	Salas Work Mechanics - Service Sta	i.tion
		posts office, welfafe, city Kall! etc.
*.	Nutrition	pode office, wearding offy half, etc.
•	Beauty operator	
• •	Barbaring Photography	
	Environmental occupation	ns ^o
lease name	anyone was would be intere	Sted and willing to share their
THE CASE MA	are your appropries.	



EXHIBIT: H-4 LEVEL: ADULT

## OBJECTIVE: AFFECTIVE NO. 8 AREA: HUMAN RESOURCE SURVEY TARGET SCHOOLS OF GREEN BAY

	SCHOOL (	COMMUNITY			
SUBJECT AREA:					-
Name:					-
Address:	· ·	Telepho	ne Number		<del>-</del> .
Days available;		· · · · · · · · · · · · · · · · · · ·			<del>y.</del>
Time available:					,
Type of presentation	s:				_
Comments:		•		•	
Rating: Value of vol	unteer	excellent	good	_ fair	_ po
·			<u> </u>	<u>., </u>	
Annal Spile.			<u>.</u>		
Annal Spile.	SCHOOL COMM	UNITY RESOURCE	ES .		
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SUBJECT AREA:  Name  Address  Days available  Time available	SCHOOL COMM	UNITY RESOURCE	es one Number		
SUBJECT AREA:  Name  Address  Days available  Time available  Type of presentation	SCHOOL COMM	UNITY RESOURCE	es one Number		
SUBJECT AREA:  Name  Address  Days available  Time available	SCHOOL COMM	UNITY RESOURCE	es one Number		

 $\Lambda$  sample of the type of card used to compile and file the information obtained from the questionaire.



EXELECT:

MCNITORING SYSTEM - ESEA - TITLE I

OBJECTIVE: AFFECTIVE NO. 8
AREA: H. AN AESOLAGE SURVEY
TAR ET SCHOOLS OF GREEN BAY

				TNSTRICTIONAL MARTAR			
	ORGANIZATION	CONTENT	WETHOD	EACTI 17 150			
Student				COLLITES	Tem .	EVALUATION	OMMENI
Teacher	Survey taken as part of Oct. parent conferences	3	Written survey			Kinimum list of 10 resource people from each target school area.	
Administrator	Brief faculty on nature of the survey.	·			\$100 for survey paper Acct.5190	į.	
Educational Specialist			District Public relations asks media sup- port for volun- taers.	Office of Title I chairman takes calls from mediaresponses.			
Family	Suggests resource people						
Community	Represented by parents.		Survey media. requests for people.				

OBJECTIVE: AFFECTIVE NO. 8
AREA: HUBAR RESOURCES SURVEY
TARGET SCHOOLS OF GREEN BAY

EXHIBIT: H-6 LEVEL: ADULT

#### DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSONS	DESCRIPTION OF INSTRUMENT	PAGES
ESEA-Title I teachers	Minimum List of ten resource people from each target school district's population	

OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENT INVOLVEMENT TANK -PILOT PROJECT, SECOND YEAR

EXHIBIT: I LEVEL: Pre-K (2-3 yrs) ADULT

#### BEHAVIORAL CBJECTIVE

Through selected parent-teacher experiences in various sized groupings, participating parents in the ESEA-Title I program, 1972-73, will demonstrate an improved understanding of children and how the schools relate to them. Evaluation will be as follows:

- 1. Confidential pre-and-post parent hecklist of pupil attitude.
- 2. Confidential pre-and-post teacher checklist of pupil attitudes.
- 3. School anecdotal records from teacher observations.

OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENT INVOLVEMENT TANK-FILOT PROJECT, SECOND YEAR

EXHIBIT: I-1
LEVEL: Fre-K (2-3 yrs.)
ADULT

#### INSERVICE ACTIVITIES-PARENTS AND TEACHERS

AV SUGGESTIONS

Teachers and parents meet in study groups to discuss child growth and development, discipline, parent-teacher relationships, and other topics which would be mutually agreed upon as beneficial to the group.

Teacher visitation to parents with 2-3 year old children to share ideas for parent direction of their learning experiences.

Testher-parent observations of 2-3 year old children, 2 day per week, at Tank school, using consultant insights as necessary.

EXHIBIT: I. LEVËL: Fre-ADCI

Monitoring System - ESEA-Title I

OBJECTIVE: AFFECTIVE NO. 9
AREA: FARENT INVOLVENENT TANK PILOT PROJECT
SECOND YEAR

			STRUC	STRUCTIONAL VARIABLE	LE		
•	ORGANIZATION	CCNTENT	MET HOD	FAPTITTEC	-		Ġ.
				CITIIITES	COSI	EVALUAT ION	COMMENTS
Student						and antibodical	Serves as demonstration model.
Teacher	Coordinates meetings w/ parents, principal, teachers.	Coordinates survey of parent needs	1:1; small groups; home visits; demonstration	Home School	Title I	Pre-and-post tests of pupil attitudes among parents	
	in dec					alla stall	
Administrator	consultation	- Lagran				Assures anecdotal	
Educational Specialist	Assess need with center teacher, brincipal.						-
Family	Schedule agreed-upon meetings	Respond to pre-and-post checklists	Host teacher, Attend meet- ings at Tank	Home School	Title I=	Complete pre-and-post pupil attitude checklists.	
Community		Docour					
		•eldoed	Vemonstrations	Tank Elementary		·	
<i>'</i> .							

OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENI INVOLVEMENT TANK-FILOT PROJECT, SECOND YEAR

EXHIBIT: I-3 LEVEL: Pre-K

## DIRECTORY-EVALUATIVE 1285 RUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Parent	Pre-and-post rating scale of child development  Parent attitude scale toward  Eank school	

OBJECTIVE: AFFECTIVE NO. 9 AREA: PAREIT INVOLVEMENT TANK PILUI PROJECT, SECOND YEAR

EXHIBIT: I-4. LEVEL: Fre-K ADULT

#### DEV SLOPMENT CHECKLIST

 $\underline{0}$  -- Shows no improvement  $\underline{5}$  -- Very Good

			. 0	1			<del></del>	1 -
1.	Ιc	an crawl in pactern	<del>•</del>	<del>* -                                   </del>		<u> </u>	1 4	-
2.	I c	an walk correctly		<del> </del>				
3.	Ιc	an ride a tricycle	<del>!</del>		<del>.   • </del>			
4.	Ιc	an throw a ball	1	<u>.</u>				
5.	I c	an bounce a ball	(					
6.	I c	an catch a ball						
7.	Ιc	an string beads		:		1		
8.	Ιc	an use crayons			•			
9.	I c	an use pencils			r	10		
10.	I c	an cut out shapes with scissors				นใ		
11.	Ι¢	an turn a doorknob						
12.	I c	an put on my coat			را و الشيعة فالديد	1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 /		
13.	I c	an button my coat	,					
14.	I c	an zir my coat						
15.	I c	an put my cap and mittens on						
16.	Ιc	an tie my cap						
17.	C	can lace my shoes						
18.	I c	an tie my shoes						
19.	I c	an buckle or zip my boots						
20.	1 c	ean hang up my clothes						



OBJECTIVE: AFFECTIVE NO. 9
AREA: PARENT INVOLVEMENT PROGRAM TANK
SECOND YEAR

EXHIBIT: 15 LEVEL: FRE-K ADULT

# PARENT EVALUATION - PARENT INVOLVEMENT PROGRAMS

Following is a check list concerning some of your opinions about the school. We would like to have you fill in this list and return it to school as soon as possible. Indicate your degree of agreement with the statement by checking the appropriate box. For numbers 1-5, check on the rating scale, five being the highest level of agreement. For items 5-8, simply check yes or no.

		0	1	2	3	Δ	٢,
1.	I feel I know what is going on at the school						<del>- ¥-</del>
- /} ×-⊕	My child has had the opportunity to participate in school programs and activities (ex. scouts, 4-1 clubs etc.)						Miliji sekeme
3.	I fee! free to call or visit the school if I have a question or problem.						,
4.	Participation in parent study groups has helped me in working with my own children.						
5.	I feel I have a positive attitude toward the school in general due to the efforts of the Title I person.					*	············
6.	School personnel have visited my home to discuss my child's progress with me.	_ у	es	****			no
7•	School personnel have telephoned to discuss my child's progress with me.	_ y(	es				no
	I have been involved in helping the school carry out various programs, (ex. helping in the library, aiding a teacher, helping with shot clinics, etc.)	 _ y∈	)5				no

OBJECTIVE: AFFECTIVE NO. 10
AREA: PARENT-SCHOOL HUMAN RELATIONS
NICCLET PILOT PROGRAM

EXHIBIT: J
- LEVEL: Preschoo
ADULT

#### BEHAVIORAL OBJECTIVE

Through selected Parent Education experiences with a part-time professional person participating parents in the ESEA-Title I program will demonstrate an improved understanding of themselves, their children, their neighborhood school, and their school community. Evaluation will be by increased parent participation in school activities such as inservice educational meetings, working as volunteer aides in the classroom, and social involvement designed to further enhance self image (coffee hours, pot-lucks, school dinners, block clubs). The degree of change in the children's behavior, as observed by the parents, will be measured by instruments to be developed in the fall of 1972 by the principal and professional person concerned.



OBJECTIVE: AFFECTIVE NO. 10
AREA: PARENT HUMAN RELATIONS
NICOLET PILOT PROGRAM

EXHIBIT: J-1 LEVEL: PRESCHOOL-ADULT

TESTS TO BE CONSTRUCTED IN THE FALL, 1972.

#### **ACTIVITIES**

#### AUDIO-VISUAL SUGGESTIONS

- 1. Fot luck dinners
- Parent study groups in the community.
- Farent study groups in the school.
- 4. Use of parents in the school such as:
  - a) helping in the library or classroom or an individual child
  - b) chaperoneing field trips
  - c) chaperoning plays
  - d) becoming involved in an activity group such as Cub Scouts, 4-H, carpentry, sewing or craft groups
- 5. Family group activities out of the community, places of interest and educational value such as: new library, YMCA, YWCA, Milwaukee zoo, Mystery Ship, Learning Shop in Appleton.
- 6. Home visits by Title I person.
- Involvement by principal and staff in parental activities.

MCATTORING SYSTEM - BUEN TITLE I AREA: LEAST TOTAL STATISTICS - MICOLET FILCT FROCESS. ERIC

Time Interval: 12 weeks

LEVEL: PRESCHOOL-AL

EXHIBIT: J-3

-			THIS TRUCTIONAL	VARIAEL			
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		cept, involvement		ng spira		S C L S	
		in school c neich-					
		Sporhood activities					
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		Sadults in school	concrete exper.	-		observation	
		community.	block clubs.			tornact vactori	
			get-togethers			•	
			for parents.				
(School Principal)		Model	Farticipation	School Community	District	Observation	
Administration		parent involvement	in parent			101000000000000000000000000000000000000	
ŀ	large groups.	-	activities.				
leachers		Contribute	Involvement	School Community	District	Ohspruation	
286	Small groups,	parent activities	parent/community			1	
5	large groups.		activities.				
Frucational	l.Small group	-	1.Organization	1.Paper material	District	Observation	
operatist with	Individual	for developing	of small group	school room or	and		
1.30Clal morker		awareness of	discussion	homes.	Title I		
		child's needs.				•	
Z.Instructional	2.Individual	make community	sters, develop	IMC materials	20%	See evaluation	
service center	small group	<ul> <li>aware of programs</li> </ul>	lmstrips, take.	film materials	Title I	Exhibit F-7	
			pictures of program	) E 6		Form B-208	
		activities listed in				);  -  -	
ļ		methods.			•		
ramily	Volunteer	Activities to	Joining block	Community School	Title I	Parent	
	aides		clubs, partici-	Homes	-	Observation	
	Resource	image, change of	pating in prog-			Form	
***	Groups	attitudes,					
		gain knowledge	by parents &				
		of community.	Title I person.	(\$ t )			
Community		People as models,	Visits to	Various places	Title I		
	reople and	resource places	class - class	to visit & people			·./***
	Flaces	for concrete	to places	to use to further			
		experiences.		enhance self image			

OBJECTIVE: AFFECTIVE NO. 10 AREA: PARENT HUMAN RELATIONS NICOLET PILOT PROGRAM

EXHIBIT: J-4 LEVEL: PRESCHOOL--ADULTS

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Parent	Rating scales of pupil attitudes to be developed by the Nicolet principal and school-home activities coordinator during the early fall, 1972.	



PROJECT # 30-15(

A PROGRAM OF ENRICHMENT OPPORTUNITIES

FOR DISADVANTAGED CHILDREN, PLASE VII

COGNITIVE OBJECTIVES AND PROGRAMS PROPOSED

OBJECTIVE: GOGNITIVE NO. 1
AREA: Intellectual Development; 4-yr olds
TANK Pilot Program, 2nd Year.

EXHIBIT: K LEVEL: Pre-Kdgn.

#### BEHAVIORAL OBJECTIVE

Approximately 35 four-year olds will attend a modified kinder-garten readiness program, designed to increase each child's knowledge of his world, his home, his school, and his community. Toward these areas, he will demonstrate positive development in attitudes reflecting a beginning of the learning skills processes basic to all the fields of knowledge, examples being: health, science, social science, mathematics, language arts areas, art, and music.

Evaluation will be through mastery of principles in various educational games, we be designed by the teacher, and through the Peabody Test of Basic Experiences. In addition, a May, 1972, Metropolitan Readiness test will be administered to Tank kindergarten children. Scores of kindergarten pupils in the initial pilot group of 4-year olds, 1971-72 term, will be compared with scores attained by 1971-72 kindergarten children who had taken the same test but who had not had the preparatory training as the 4-year olds. The test comparison will, in the spring of 1974, be repeated with this year's 4-year olds to become 1973-74 kindergartners.

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#### Field tries

Listening on the
Farm
Airport.
Brown County Reforestable Community
Bakery
Store
Railroad Round House
Car wash
Fire station
Hospital

EXHIBIT: -2 LEVEL: Pre-Kdgn.

OBJECTIVE: COSNITIVE NO. 1 AREA: Intellectual Development 4-yr olds. Tank, Pilot Program, 2nd Yr.

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA-TITLE I, PROJECT # 30-156

			Instructional Variable	riable				
\-		Organization	Content	Method	Facilities .	Cost	Evaluation	Comments
	Student	Indiv. small group large group half days	group, Envir. attitudes reading readiness number readiness	Through Ed. play situations s	Filmstrips, movies, tapes, paper, crayons, scissors, etc.	None	Pre test; test of basic ex- periences.	-
	[eache <b>r</b>	Daily planning w/ calendar-unit approach.	Balanced curr. the academic areas & art & music.	Manipulative, concrete T-S, S-S, real life situation through motiv- ation.	As above, plus oral lang. de- velopment materials.	Title   District	Teacher t observation.	·
<u> </u>	Administrator Federal & otherwise.	As a part of the total bldg. teaching program.	·None	None	Teacher needs	District	Observation of classroom tchr.	ur.
_шох_	Educational Specialist K-3 Supervisor	None	Educational mtls. to help develop units.	None	None	District	None	The same point the state of the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the
	Family	Volunteer aides Resource	Games to go home to reinforce skills taught	Participation at school/ carry over to home situation	The home	None	Parent confe	conferences
	Community	As a Resource	Communications media.	Field trips	Places visited	None	None	
							AND REAL PROPERTY AND REAL PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PRO	

OBJECTIVE: COGNIT, J C AREA: Laterland Area (Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Constitution of the Cons

EVALUATING. PERSON Teacher Teacher Observation Checklish to be properly by the heart. Phabody Team of Ferri Same and the Metropolican React 345 fest (for 1971-72 project 1-ye plus now in Windergaria-)

OBJECTIVE: COGNITIVE NO. 2
AREA: Communications Skills

Elementary Target School Centers

including St. Joseph Home for Children.

EXHIBIT: L

LEVEL: 1-6 Centers 4-6 Clinic.

# BEHAVIORAL OBJECTIVE

Through language enrichment experiences, with emphasis on reading, identified and participating students in the ESEA-Title I program will improve in oral and written communication techniques. Evaluation will be by teacher observation, standardized and non-standardized tests, and skill charts.

OBJECTIVE: CUCATTIVE NO. 2

AREA: Communications Skills

Elem. Target School Centers'

including St. Joseph Home for Children.

EXMISIT: L-1 LEVEL: 1-6 Centers 4-6 Clinks.

#### Classroom Activity

# Suggestions traject Audio-Visual Specialiet

Reading to children class dishussions

Laboratory experiences such as films, field trips...

Skill practice games

Skill development lessons, as following examples:

- 1. Games
- 2. Flannel board
- 3. Chart, reading skills UW-Design, Phono-Visual
- 4. Controlled reader filmstrips
- 5. Story, records, tapes
- 6. Materials, Craig Reader
- 7. Practice, oral reading technique
- 8. Uses, oral language
- 9. Story-telling, original
- 10. Techniques original poetry, stormes, riddles, jokes.
- 11. Listening for directions and recall, and information.
- 12. Taping original prepared.
- 13., Using cameras
- 14. S. Silent reading
- 15. Dramatization
- 16. Role Playing
- 17. Writing and producing of plays
- 18. Puppetry
- 19. Creative writing, stories and prems
- 20. Send materials home
- 21. Recreational reading and research
- 22. Activity sheets
- 23. Multi-media kits
- 24. Discussions, private, group, teachers.
- 25. Display hobbies
- 26. Youth-to-youth tutoring.

I. Inservice suggestions

- a. Using overhead projector to include materials.
- b. Use and utilization of bulletin boards, chalkboards, flannel boards
- II. Production of visuals, such as ...
  - a. Charts
    - Ţ
  - D. Drawing

III. Use project graphics specialist for all art activities, such as...

- a. Drawing
- b. Finger painting
- c. Watercolor painting
- d. Lettering
- e. etc.

OBJECTIVE: COGNITIVE NO.2 AREA: Communications Skills

Elem. Target School Centers including St. Joseph Home for Children.

EXHIBIT: L-1 cont. LEVEL: 1-6 Centers 4-6 Clinic.

Classroom Activity	Suggestions-Project Audio-Visual Specialist
Library Research	<ol> <li>Films, transparencies, slides, or other enlargements of library reference codes.</li> <li>2.</li> </ol>
Creative Writing 1	
Activity Sheets	<ol> <li>Offset printing of record forms, tests, diago colored transparencies plus paper prints for students.</li> </ol>
Taping - Original materials Prepared materials	<ol> <li>Multiple copies can be instantly produced on project tape duplicator.</li> </ol>
Listening to material	1.
<b>Multi-media material</b> s kits	<ol> <li>Will be developed, distributed, and main- tained through project instructional services center. Make suggestions for pupil activities</li> </ol>
See affective objective #1, secondary, for other skills and suggestions.	<ol> <li>Audio-visual devices for affective goals infer pupil skills in area of communications skills.</li> </ol>
Discussions, pri vate, grpup, teacher.	
Send materials home.	•

EXHIBIT: L-2 LEVEL: 1-6 Center. 4-6 Clinic

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT #

Time Interval: 12 weeks OBJECTIVE: COGNITIVE NO. 2

Communications Skills

AREA:

Elem. Target School Centers including St. Joseph Home for Children.

		Instructional	nal Variable				
	Organization .	Content	Method	Facilities	Cost	Evaluation	
Student	2-3 hrs. a wk. as needed.	Improved writtsn /oral communi- cations, pleasure redding & self- concept.	Experience word bldrs art activitumusic, recor	charts Filmstrips, record player, its games,paper, ds cravons,scissors, ance, etc.		Gates-MacGinitie, informal wests, Otis-Lennan, etc.	to the second second second second second second second second second second second second second second second
4 9 C C 6 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	1-1 up to 1-5 calendar-type planning from bk for whole term C incis fixed program.	Daily plannin or above activinctaped programs.	uth-to- youth. Demon. rteraction	As above, plus Clinic skill blug, materials	\$1.2 (0) 1.4 3.40 5.40 6.77	Olegnosiu fohr observerion fordministration Skill oberter	er or state of the decembers of the decembershipse
Administrator, Federal and otherwise,1	r, Coordinates total school program.	Positive pupils growth in worst/written T	s Conferences // tchrs. and Title I staff	Characton needs			Mariante e e para capación de la calcada.
Equiational Specialist	1. Child Study 2.Graphics speciallst Pu 3. Social workers for p 4. School nurse growt	Identify clinid st Pupils.Trace needs to prepare for positive growth in oral/	Test indiv. as requested. Locaily produced media	Testing meis.  IMC, 2 special Child Study			en en en en en en en en en en en en en e
Fanily	Nome environment h for oral/written cskills, & family participation.	Parent conference Sames that go home Parent chaperons e	Open House help. Overt support of	Assist in programming of Cilcic children.	Who cards area ( ) ( ) ( ) ( ) ( ) ( ) ( )	Cor Ference	Taman
Community	To the second of the second of	Communications F pedia.	Field trips, public media, cultural re-sources.	Agency production rooms, media sites.			· A New Augustine
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OBJECTIVE: COGNITIVE NO. 2 AREA: Communications Skills

Elem. Target School Centers

including St. Joseph Home for Children.

EXHIBIT: L-3 LEVEL: 1-6 Centers 4-6 Clinic.

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

**	EVALUATING PERSON	DESCRIPTION OF INSTRUMENT PAGES	
	Teacher	Teacher's reading skills checklists of pupil skills.	
	·	Level 1 - Busy As A Bee.	•
:		Level 2 - Work Our Way	
		Level 3 - Kick, Pass, Score.	
	1	Level 4, 5, 6 - Snoopy	
	٠		

JBJECTIVE: COGNITIVE RULE AREA: Communications Skills

Elem. Target Schools Genters including St. Joseph's Home for Children. EXHIBIT 1.-4 IEVEL: 1-6 Centers 4-6 Clinic.

TEACHER'S READING SKILLS CHECKLISTS OF MATEL SKILLS DIRECTIONS:

The child will place a star or stamp in the box as he learns each skill. The teacher will have the child's record in his folder for him to mark.

The checklists are coded by the figure and the title:

Level 1 - Busy As A Bee.

Level 2 - Work Our Way Through, With Winnie, the Pooh.

Level 3 - Kick, Pass, and Score.

Level 4, 5, 6 - Snoopy - Wow! Look What I Can Do! - etc.

The following is available to the Centers:

Informal tests:

Oral & Silent Reading

Spelling & Writing

Wide Range Word List

Sheldon Word List

Dolch Word List

Johnson's New List of Words

Wepman Auditory Discrimination

Phonics Survey Test, S.R.A. Word Games List

Botell Test

Award							
LEVEL 1 - Busy As A Bee single shapes.	3. I can write my first name.	of I can say my home address.  5. I Know my telephone number.	6. I understand these words: upand down big and 1:74te  top and bottom under: In on first and last  before and after under and over	7. I Know left and right.	8. I can say the letters of the alphabet.	9. I know the letters of the alphabet. (recognize)	10. I can write the letters of the alphabet.

(continued OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target Schools Centers
including St. Joseph Home for Children.

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	unds: M	ounds: B S	dunds: N D	Sounds:	d wenty-five words	thirty words	forty words	fifty words		rs me for Children
	From these counds:	12. I know these sounds:	13. & Know these Sounds:	I' I Know these sounds:	is I have learned	FEN WORDS	filteen words	- fiventy words		OBJECTIVE: COGNITIVE NO. 2 AMEN: Communication Skills El. Target School Centers 'including St. Joseph Home

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including St. Joseph Home ing Intidren. OBJECTIVE: COGNITIVE NO. 2

EMHIBIT: L-6 LAVEL: 1-6 Centers

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NAME

Work

Level 2-

Communication Skills Elem. Target School Centers Including St. Joseph Home for Children.

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OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target School Centers
Including St. Joseph Home for Children

EXHIBIT: L-7

ERIC Full Text Provided by ERIC

Δ	LEVEL 4, 5, 6: SNOOPY & "WOW! Look"	· . · . · .
	what I can do."	r [*] t.
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	Consonant Blends:	· · · · · · · · · · · · · · · · · · ·
<u>3.</u>	Consonants and their Variant sounds: C	. (
	Three letter consonant blends:	
	Long Vowel Sounds: Sh wh ch th	ng
	Short vowel sounds:	
_	Other Consonant - Vowel combinations:	

ir, er, ur ar ou, ow ew oo

or oi, oy aw, au ai oo

9 Prefixes: re con in de dis com

un ex pro pre en

10. Suffixes: ing ance tion er est

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11. Compound Words:

antonyms

OBJECTIVE: COGNITIVE NO. 2
AREA: Communication Skills
Elem. Target School Centers
Including St. Joseph Home for Children.

EXHIBIT: L-8 LEVEL: 1-6 Centers 4-6 Clinic



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LEVEL 4,5,6: SMOOPY &



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Comments and Additions:

ORDECTIVE: COGNITIVE NO. 2
AREA: Communications Skills

Elem. Target School Centers Including St. Jpseph Home for Children. EXHIBIT: L-8 LEVEL: 1-6 Centers 4-6 Clinic.



OBJECTIVE: COGNITIVE NO. 3

AREA: Elem. Youth-tutoring-Youth Pilot Program
Norwood-Oak Grove Centers

EXHIBIT: M LEVEL: 1-6

#### BEHAVIORAL OBJECTIVE

Through an organized tutoring program, participating ESEA-TITIE I elementary students, both tutors and tutored, will show improvement in reading, as measured by the Gates-Mac-Ginitie Reading Survey and the Botel Phonics Test.

OBJECTIVE: COGNATIVE NO.

AREA: Elem. Youth tutoring - Youth online Chora of

Norwood-Cak Grove Centers

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#### CLASSROOM ACTIVATURE

OFFICIALITY.

- 1. Write own stories, plays, poems.
- 2. Cronto languago games
- 3. Flash cards.
- 4. Write own lesson plans.
- 5. Czeate own picture books.
- 6. Role playing.
- 7. Classroom pairing lab.
- 8. Experience charts.
- 9. Use of cassette.
- 10. Use tape recorder.
- 11. Record players and records.
- 12. Storybooks and records and/or cassette.
- .13. Individualized reading.
- 14. Readiness activities.
- 15. Develop listening skills.
- 16. Read to the children.
- 17. Listen to children read.
- 18. Pantomimes.
- 19. Painting.
- 20. Reading orientated games.

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and Furth tutors.



# GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM ESEA-TITLE I PROJECT # 30-156 Time Interval: 12 weeks

OBJECTIVE: COGNITIVE NO. #3
AREA: Elem. Youth-tutoring-Youth Pilot Program
Norwood-Oak Grove Centers

EXHIBIT: M-2

_		Insti	ructional	Variabl	a		
	Organization	Content		Facilities		Evaluation	, Andrews
Student	One to One, Small groups.	Language devel- Ve opment, reading readiness acti- ities, vocabulary enrichment con- crete experiences.	Various methods in areas of language devel opment & reading.	Paper, Pencils, Scissors, tag - board, magic markers, paste, A-V equipment areas to work in.		See below.	
Center Teacher.	Small group.	Training areas of language de- velopment, con- crete experience	Training areas Supervision of Ceoof language deproperation Training tutors a crete experiences, and readiness acti. Cking indiv scores thro/out program.	nter room and ls to make tch ids.	ing Title I	Gates-MacGinitie Reading survey and Botel Phonics Tedts,	d ts,
Administra- tion.	Organization for total learning program of bldg.	Supervision consultation w Center tchr.	Conferences with teachers.	School	Distric	District.Ctservation.	
Educational Specialist IMC person.	One to one. Small group.	How to use A-V media with children.	Training tutors in A-V use Making filmstrips from student-made activities.	School and IMC office	Totle I	Evaluation form (revised) Form B-206 and B-207	
Family	Family/Teacher Group	- 462	Conference			Parent-Teacher Conference.	
Communi ty		Praces to visit. People resource	Walk to trips. Neighborhood				

OBJECTIVE: CO WITTEN AND A

AREA: Elem. Youth Allermange Lactor Chicago Almayers
Norwood- Oak Grove Centers

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#### OTHEOTOMY-EVELUE FLAT LINGTH HER INSTRUMENTS ELEMENTARY LEVEL

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Teacher	Gates=WecGinitie Reading Survey	
	Botel Phonics Test	
	The above are commercial tests :	
ı	not included within these pages.	

OBJECTIVE: COGNITIVE No. 4

AREA: Audio-Visual Performance

Project-Communication Skills Elem. Target Schools Venters

including St. Joseph Home for Children.

EXHIBIT: N LEVEL: 1-6

#### BEHAVIORAL OBJECTIVE

Pupils participating in the ESEA, Title I, program either in centers or in the Reading clinic, will demonstrate the ability to synthesize their ESEA, Title I, program goals by assisting in the completion of these minimum activities at each center or clinic:

- 1. a video tape production
- 2. a Super 8mm color film or 35mm filmstrip with narrative.
- 3. A set of pictures (black & white or colored) illustrating the 1972-73 ESEA, Title I, project in each center or clinic.

Evaluation of these activities will be by the extent these activities are completed (other area evaluations specifically measure separate skills developed).



OBJECTIVE: COGNITIVE NO. 4

AREA: Audio-Visual Performance
Project-Communication Skills
Elem. Target School Centers
including St. Joseph Rome for Children.

EXHIBIT: N-1 LEVEL: 1-6

#### Classroom Activities

#### Suggestions-Project Audio-Visual Specialist.

- 1. Role Playing
- 2. Writing film and filmstrip næratives
- 3. Writing plays.
- Use of camera for illustrating program activities.
- 5. Painting.
- 6. Production end of video taping material.
- 7. Steps in producing filmstrips.
- 8. Making materials for filmstrips.
- 9. Field trips:

Neighborhood walk-to-visits to gather materials and information for pictures, filmstrips, video tape productions.

- 2. Different styles of narratives.
- 3. Assistance in background and promotion
- 4. Various ways to use camera.
- 5.
- 6. How to operate the machine.
  - 7. Used as resource person for demonstration of activity.
  - 8. Ideas of what to put into a filmstrip.

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GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 38-156

Time Interval: 12 weeks

EXHIBIT: N-2 LEVEL: 1-6

> AREA: Audio-Visual Performance Project-Communication Skills, Elem. Target School Centers including St. Jos. Home for Children

OBJECTIVE: COGNITIVE NO. 4

			. Instru	ctional Var	t a b	1 e	
•	Organization	Content	Method	Facilitles	. cst	Evaluation	Comments
Student	One to one. Small group.	Various areas of information & activities to develop A-V pro	Demonstration of A-V media. Construction - of mtls for A-V projects.	School, materials to make materials such as paper, paste, etc., & A-V equipment.	Title	I Evaluation Form 8-207	вайныциям орган орган дааггуу, эсгийний н
Center teacher	One to one. Small group.	Differ according Use to topic selected me for A-V devel projects. organ production	various thods to op mtls to ize and ce A-V pro	uipment. terial, to elop A-V pro- jects.	Title	Extent these activities in objective carried	#10 #10
Administrator Federal & to otherwise to	or As part of A total bldg/ d teaching program.	ctivities to evelop objecti	Observation; ve. conferences with teachers & Title I staff.	Target school bldgs s & Reading clinic, dentified needs of	Distr & Title	Extent these sotive a carricd out.	G 
Educationa) Specialist IMC Spec.	One to one. Small group.	How to organize Instruction & selected topics demonstration into A-V projects. of A-V How to use equipmt media. Prod. to implement these of project topics.	nstruction & smootration of A-V media. Prod. of project sist center	Target school; Clinic space for dem onstration A-V mtl& equipment.	Title I	Evaluation by Forms B-205 and B-360.	33
Family	Family unit	Completed film- strips, tapes, etc.	Demobstration of completed filmstrip, etc	Home unit A-V equip- ment, to show mtls at home.	None		
Community		Information from visits for A-V prøjects.	Wal fi	Neighborhood areas of interest.	None		

OBJECTIVE: COGNITIVE NO. 4

AREA: Audio-Visual Performance
Project-Communication Skills, Elem. Target
School Centers including St. Joseph Home for Children

ARTINIT No. 3 AIVEL 100

# DIRECTORY-EVALUATIVE INSTRUMENTS

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PRISS
Center teacher	Completed projects of each center, as follows:	· Promitte Maker as into Art 中部 (Tables) ( Presser ) ( Presser ) ( Presser ) ( Presser ) ( Presser ) ( Presser
	1. A 30-minute video tape production	
	2. Super Som color film and narrative of six minutes, or	• •
	3. Set of pictures (black & white and/or colored) illustrating a 1972-73 project activity within the target school.	

OBJECTIVE: COGNITIVE Wiles AREA: Instructional Services Center Audio-Visual Services.

EXHIBIT: 0 LEVEL: 1-6

## BEHAVIORAL O WESTIVE

The ESEA, Title I, Instructional Service Center Media

Specialist will instruct participating ESEA, Title I, students
and teachers within the centers and clinic, in using audiovisual media to further develop communication skills.

Evaluation will be by teacher-made rating scales for teachers, students, and larger audiences.

## RESCRIPTION OF ACTIVITIES

The performance projects listed in Cognitive No. ____ will be completed by the ESEA, Title I, center and clinic teachers, and assisted by the Instructional Service Center Media Specialist.

The ISC media specialist will be involved with the various activities listed after each objective.

In addition to all of these activities, ne will also be involved in activities that use A-V media to further develop communication skills. Examples of such activities are:

- 1. Operation of A-V equipment.
- How to implement the different types of A-V equipment in areas of communication skills.
- How to make a Super 8mm movie film with narrative.
- Assistance in the development of motivational display areas.
- Mounting and laminating of pictures that can be used to increase oral language.
- 6. Lamination of student handled materials.
- 7. Assistance in binding student-made books.

ERIC Full text Provided by ERIC

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 30-10lime Interval: 12 weeks AREA: Instructional Service Cener A-V Srvices, General Graphics. OBJECTIVE: COGNITIVE NO. 5

EXHIBIT: 0-2 LEVEL: 1-6

, 			Instructional V	Variable.			
	Organization	Content	Method	Facilities	Cost	Evaluation	Cogs on E
Student	Small group	Use & operation of A-V mtls & equipment.Aid communication skills.	Demonstration ISC/S and S/family.	Building A-V equipment Video-tape materials.	T1:10	Student attitude survey.	1
Teacher	Small group	coordination of Assi program with ISC str specialist & medi follow-up actis. Demc after demonstrating.	Assist training students in A-V media & mtls. Demonstration/.ng. discussion.	A-V equipment; mtls for constructing! projects developed by ISC person.	0	Feacher attitue	** ***********************************
Administrator Federal & c District	ator Coordination overall bidg pro- gram by district or bldg.	Implementation Cof projects'	Conferences with Tappersonnel involved and observations. It	ouferences with Target school space Tipersonnel involved in clinic for and observations. larger demonstrations.	Title I	or renyelloners	
Educational Specialist INC Specialist	l Small group Large group	Use of A-V math Ty/ICC; ISC/S. & equipment to Demonstrations; devel. better commun. in-service ication skills. programs.Local prod. mtls.	C; ISC/S. strations; in-service ans.Local mtls.	Target schools A-V equipment & mils.	E SE	Use of pre-sorwy (Fall, 1972) fert	Personal Indiana Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Community of the Commun
Family	Family unit	School produced strips; cassettes, tapes, other A-V materials.	Welp pupil with women use of a-y atls t equip-	Take home projects - The sake and as culminating activities.	James Spec Special Special Special		· c
Community	Large groups.	Slide-tape pro- falide grams, posters dis illustrating programs.	lecture,	Civic graups; schools.	Lone	Audience Sprvey form.	· · · · · · · · · · · · · · · · · · ·
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AREA: Instructional Jervice Tenter
Audio-Visual Services, General Graphics.

L-MBIT: 0-1 1, VIII. 1-1

## DIRECTORY-EVALUATIVE INSTRUMENTS ELLMENTARY LEVEL /

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Person	DESCRIPTION OF INSTRUMENT	PAGES
Media Specialist	Audio-Visual equipment.	

OBJECTIVE: COGNITIVE No. U

AREA: Instructional Service Center

A-V Services, Contral Braphics

#### THE -SURVE T POWER FOR TENCHER MEEDS

BXHIBIT: C-6

1-6

LEVEL:

TEACHER:_	SARCO.	JATÉ!
	S: Fill in form as to type of service needed frol year. Check services that apply to your proj	
1.	Lamination of student-handled materials.	
2.	Mounting of materials to be used for communicat	ion skill development.
3.	Operation of video tape machine.	
4.	Operation of the various was man available in T	itle I program.
5.	Assistance in developing bulletin board materia theme of communication skills.	ls and designs around
6.	Binding student-made books.	
7.	Assistance in various ways to utilize A-V media communication skills.	to further develop
8.	Assistance in making a super 8mm film and narra	tive.
9.	Assistance in development of motivational displ	ay areas.
10.	Demonstration with pupils on how a filmstrip is student-made materials.	produced from
11.	Producing filmstrips from student-made material	ş.
12	Demonstration on usage of a-V modia (equipment)	with students

ORUECTIVE: COGNITIVE No. 5
AREA: Instructional Service Center
A-V Services, General Graphics

EXMINIT: 0-5 IEVEL: 1-6

	INSTRUCTIONAL SERVICE CENTER	RATTRO SONG
	TEACINE VIEW	michal allah 18 mich ng pagagan 1 - manakakana la 18 milanggan ang
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DIRECTIONS: Rate services received from Instructional Service center, ESEA, Title I program. 5, highest; 3, average, 0 rating as service not requested by center tohr.

	OBSERVABLE BEHAVIOR	)	Ra	ting	Ŝс	ale	
An del arrelando	المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المناسبة المن	0	]	2	, 3	4	. 5
1.	The IMC person showed the students how to operate addio-visual equipment.						
2.	The IMC person produced filmstrips from given materials.					<del> </del>	
3.	The IMC person assisted in developing communication skills through audio-visual media.	**************************************		kanilina milinalija			
4,	Through the introduction of various A=V materials, the IMC person illustrated ways to develop bulletin boards around communication skills.		<u> </u>		-		
5.	The IMC person initiated activities with the center teacher.		<del>.</del>				

ESEA-TITLE 1 Form B-206



OBJECTIVE: COGNITIVE NO. 5

AREA: Instructional Service Center

A-V Services, General Graphics

EXHIBIT: 0-6 LEVEL: 1-6

	- 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ISTRUCTIONAL JEKVICE CENTER : STUDENT VIEW	WILL SUA	LL.				
NAM	E :	GONOUL:		: ::::::::::::::::::::::::::::::::::				
DIK	ctions: Rate services re	eceived by the Instructional ting as service hot requeste	S service services	center	Titl	e I	pers	sor
	OBSERVA B	LE BEHAVJOR .	1	Ratin				- <del>7-</del>
1.	The IMC person helped me A-V equipment.	e in learning how to operate			3	4	5	-
2.	The IMC person helped at	: making filmstrips.						
3.	Because of using A-V matinteresting this year.	erial, reading was more						1
4.	The IMC person helped us bulletin boards.	with developing ideas for		ı				
5.	The IMC person helped us to reading.	in making materials related			-			1

OBJECTIVE: COGNITIVE NO. 5

AREA: Instructional Service center A-V Services, General Graphics

EXHIBIT: 0-7 LEVEL: 1-6

## INSTRUCTIONAL SERVICE CENTER RATING SCALE ARGER AUDIENCES VIEW

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SC	HOOL: GROUP NAME:	· · · · · · · · · · · · · · · · · · ·	<del></del>	DATS	·	·		
DII Tid	dECTIONS: Scale evaluates IMC help in developing mattle I program. 5, highest; 3 average; 9 is for "doe	terials s not a	info pply	inin	ıg pu	i <b>bli</b> c	abo	ut
**	OBSERVABLE BEHAVIOR		Rati	lng S	cale	•	<del></del>	T
***		. 0	1	12	3	4	5	Γ
1.	The printed materials, such as, posters, etc., were pleasing in design, and included all necessary information.	9						
2.	The tape-slide presentation, to explain the little program, was well-done and informative.							
3.	The Audio-visual materials used helped to inform us about ESEA, title I, programs.					÷		

OBJECTIVE: COGNITIVE NO. 6

AREA: Music, Elem. Symphonette & Ukulele Performance Training.

EXHIBIT: P LVEL: 4-6

#### BEHAVIORAL OBJECTIVE

Through practice and performance during special ESEA,

Title I music lessons, all eligible children taking part will
demonstrate a basic knowledge of instrumental music by relating
the functions of each part of their instrument, as well as
reading all rhythm notes from whole and half through the 8th,
as well as rests.

Evaluation will be carried out by both elementary music and classroom teachers, using non-standardized, teacher-made tests.

Classroom Activities	Suggestions-Project A-V Specialist
Cognitive goals are linked to the sense of achievement reinforcing the affective phase, same activity. Minimal performance goals, but basic to music, are to build achievement senses.	The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon
Music skills taught are adequate to play simple tunes for family and friends, as well as in public.	Use audio-tape replays, tape recorders or video tape, for immediate reinforcement of basic skills.
Two pilot projects to help target schools atteviate both social and emotional needs of project children. The subjects will be not only the players, but also classmates, family and community groups.	playing their simple tunes. This would allow
Symphonette project: 600 children, in elementary class groupings, will be taught to play basic music on symphonette small-sized plastic models of woodwind instruments. Each instrument is part of a kit issued to each child and accompanied by a book of simple tunes. These tunes will provide all the notes and skills of basic music.	5,
Ukulele project: Two groups of five el- ementary children, each from a different target school, will be chosen to learn now to performen this instrument. Chosen for their simplicity of operation, young children can pluck these stringed in- struments more easily than other stringed instruments.	
oth projects, together, will be also directed to the entire target area population. Through private and public performances, the target population will recognize the availability and pleasure to be derived from direct instrumental	Tape-slide presentations of either or both groups could be used for instruction and motivation to new groups during the next term, 1972-73.

music experience.

GREEN BAY PUBLIC SCHOOLS

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MONITORING SYSTEM, ESEA-TITLE I, PROJECT 30-156

Time Interval: 12 weeks

			Ins	Instructional Variable	ole		
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GREEN BAY PUBLIC SCHOOLS

MONITORING SYSTEM, ESEA-TITLE I

Time Interval: 12 weeks

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OBJECTIVE: COGNITIVE NO. 6
AREA: Music, Elem. Symphonette &
Ukulele Performance Training

EXHIBIT: P-4 LEVEL: 4-6

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

Evaluating Person	DESCRIPTION OF INSTRUMENT	PAGES
Elem. Music	Non-Standardized	
8	teacher-made	
lassroom Teachers.	tests.	

FINIBIL: 1-5

## Pupil Symbolish - By Tradition

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4.	learns written test items on factual musical items: music forms, terms, dynamic marks, actation and compositive information.					
5.	is able to sight-read.	· ·	erennennen.	<u> </u>		
6.	listening habits as reflected by oral responses or cues.					
7 •	Selects correct musical terms when saked to identify one piece of music emong many.					
3.	Demonstrates the sequence of operations necessary to carry cut a musical procedure.				,	
).	Domonstrates ability to sight-read music within his ability.					

ESEA-Title I Form B-204



OBJECTIVE: COGNITIVE NO. 6 AREA: Music, Elementary Symphomette & Ukuiele

Performance fraining

EXHIBIT: 2-6 LEVEL: 11-6

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with a big "X" - then count the number of mistakes, multiply them by 2 and subtract the total from 100 to

obtain your score. 100 is, of course, a perfect score.

ESEA-Title I Form B-205

Score Total



## BEHAVIORAL OF JECTIVE

Approximately 48 identified academically and economically deprived children in grades 4-6, with a reading deficiency of more than two years in relation to their reading expectancy, will receive diagnostic evaluations to determine their reading needs and degree of deficiency.

Remedial reading services will be provided to correct deficiencies, and a continuing assessment will be made to determine the child's eligibility in the clinic (back to one year below his reading expectancy). Individually prescribed instruction will be designed to meet the child's needs in the regular classroom.

Vocational reading at Our Lady of Charity School will be an extension of clinic services beyond this group of 48.



	Clinic Activities	SL	ggestions-Project A-V Specialist
	Reading Surveys	-	
	Redding Surveys		
2.	Motor Skills a. Directionality testx		
	b. Perceptual and motor coordination c. Laterality		
3.	Specific reading problems	1.	Treatment: Phonics lessons
	a. Letter-sound relation		Lessons in auditory perception
	<ul><li>b. Beginning sounds</li><li>c. Whole word recognition</li></ul>	2.	Tachistoscopic lessons - use controlled reader
	d. Words within words		resours - dee controlled reader
	<ul><li>e. Ending sounds</li><li>f. Blending</li><li>g. Vowels - consonants</li></ul>	3.	Lesson in difference inword construction.
	h. Discriminate guessing i. Substitutions	4.	Find the part that rhymes.
	j. Reversals	5.	Use Califone lessons
		6.	Use of clues
		7.	Study configuration clues
		8.	Use controlled reader
		9.	Use kinesthetic matter.
	Perception ) Rheem-Califone Comprehension( plus teacher-		
	Tests alad	10.	Use phonics transparencies, such as commercial sets
		11.	Use locally produced transparencies locally produced for individual applications.

GREEN BAY PUBLIC SCHOOLS

MONITORING SYSTEM, ESEA-TITLE I, PROJECT 30-156

Level: 4-6 Exersit: 3-2

Diagnostic Services, Incl.

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Objective: Cognitive #7	e E	Interval:		
adir		**********	D TOTAL TOTAL	
Diagnostic Services, Including	*:1			

Anization  hrs./wk. in a Diagnostic & survey tests in Referrals from il groups diagranget schools & tic individual child study.  ly schinfs-  ructional pictures, tapes, rice Center sildes, lamin-  linic. ated mountings.  isl conference, home is clinic vis-  its, home vis- its.	Evaluation  Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. Structure  Cat. St	
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OBJECTIVE: COGNITIVE NO. 7
AREA: Clinic Remedial Reading
Diagnostic Servuces

EXHIBIT: Q-3 LEVEL: 4-6

PAGES

See test

descriptions, following.

## DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT
Clinic Reading Specialist	Standardized road-map test of direction sense
·	Frostig materials.
	Rheem-Califone Reading Lab activities.
:	S.R.A. Controlled Reader materials.
	So. Cal. Perceptual Motor Test.
•	Leavell-Hand, Eye Cordination Test.
ı	Weepman Auditory Discrimination Test.
	Frostig Developmental Test of Visual Perception.
	Tost of Individual Reading Needs.
	Peabody Picture Vocabulary Test.
	Gilliland Learning Potential Exam.
	Calif. Tost of Personality.
1.1	S.R.A. What I Like To Do Inventory.
	Durrell-Sullivan Reading Capacity & Achievement Tests, A & B.
	Murphy-Durrell Reading Readiness Analysis.
1	•



OBJECTIVE: COGNITIVE NO. 7

AMEA: Climic Posedick Reading

Dispundic Services Evalu tion Stander ised Discontin Tens Used EXHLBIT: 4-6

From the following, the appropriate teste will be chosen to diagnose specific areas of needs

- 1. Degrees of directional difficulty and the relation of direction disorientation to reading is determined by the Standardized Road-map Test of Direction Sense. Use of Frostig Material, Theoreticine, the Controlled Reader-all are used to stress loft-right eye movement, to prevent eye regressions, and to increase vision span.
- 2. Southern California Perceptual Motor Test.

Six touts included in this series are individually administered and evaluate the perceptual-actor problems in children ages b - 8.

- 3. Deficiencies in language arts, particularly reading, and also various social relations, may be affected when there is lack of unilaterality in hand and eye coordination; therefore, the test for determining need of unilateral stimulation. The Leavell Hand Eye Coordination Test is given.

  When the need of such training is apparent, work assignments are made, using the Rheem Califone, Frostig material, etc.
- 4. Wepman Auditory Discrimination Test.

Two forms of this test are given permitting a test-retest evaluation. If poor auditory discrimination is found, special techniques are used to increase auditory perception which is necessary for reading and speech.

5. Frostig's Developmental Test of Visual Perception is used as a screening device for children with learning difficulties. It is usually used
individually in the Clinic. A Perceptual Quetient is obtained, subtest
performance is studied, and a program of perceptual training is designed
for the child.



- 6. Test of Individual Needs in Reading is used to determine the basic reading level of each pupil, so that he can be given material that he can read independently with comprehension using all basic skills. This test has an individual oral section and a silent comprehension section plus a word analysis which helps locate the phonetic and skill deficiencies.
- 7. Peabody Picture Vocabulary Test is individually administered to children, ages 5-6 to above 17, in the Chinic. It is a rapid and reliable method of deriving a child's age equivalent, percentile equivalent, and intelligence quotient. It is based on hearing vocabulary and compares well in validity with Hanmon Nelson, Revised California Tests of Mental Maturity, and Binet.
- 8. Gilliland Learning Potential Examination determines a child's potential for learning to read, scores his visual memory, and provides a profile of all areas tested with IQ scores for each area. A general Information portion shows areas in which a student has special interests and has gained much useful informative knowledge. The test aids in determining functioning level, potential, and selection of best suited materials for the student.
- 9. California Test of Personality All Levels.

The complete picture of a child is not revealed by survey, diagnostic, visual and auditory acuity, perception or achievement tests. To gain information which shall be useful in understanding the problems of children and to assist them in their adjustment, the California Test of Personality is administered individually. In scoring, a two-part profile is constructed which reveals the personal and social adjustment tendencies of the child, and the areas of maladjustment. One can determine if the child's major problems are home or school oriented, and by meeting with parents and teachers, much can be accomplished in clearing up some of these problems.



10. What I like To Do (SRA) An Immentary of Corlineous Merceta.

This inventory give individually as in small appropriate Studies, Manual areas: Active Many, swint Play, and the profile obtained from this inventory helps identify the child's area of greatest interest and proficiency, and also his problem area. It is isoful in planning techniques of approach and gathering of materials to be used in a stimulating and motivating manner in reading and language arts.

11. Durrell-Sullivan Reading Capacity and Achievement Test Primary A and Form A for Grades 3-6, Intermediate.

The first part measures comprehention of the spoken language and is given as a pre-test or prediction of a child's achievement at either the frimary or Intermediate level. These tests are administered, profiles made, and the results are used in programming the child in the future. At the close of a particular teaching period, the reverse side of the test booklet is used as in an achievement or post-test.

12. Murphy-Durrell. Reading Readiness Analysis.

These tests usually are useful only to a first grade teacher,
as a prediction of a child's readiness for formal reading instruction. In the clinic, we use them as a means of identifying a
child's relative strengths and weaknesses, and finding the areas
in which he has not achieved. The test results serve as a guide
in developing a systematic approach to teaching or reteaching

OBJECTIVE: COGNITIVE NO. 7 - Clinic

LEVEL: 4-6

continued:

phonemes and letter identification.

13. Wide Range Word Perception Test.

Measures grade-wise the level of the students ability to recognize words. There are 128 items.

CBJECTIVE: COGNITIVE NO. 8
AREA: Adult Volution lutors

and Youth-tutoring-Youth Program.

EMBIGIT: R LEVEL: 10-Adult.

## BEHAVIORAL ORIECTIVE

Through language arts experiences, with emphasis on remedial reading, identified and participating youth tutors of West High School and East High School youth tutored by adult volunteers will improve in oral and written communication techniques, as well as in rules for written English.

Evaluation will be by teacher observation, standardized and non-standardized tests, and skill charts.



OBJECTIVE: COGNITIVE NO. 8
AREA: Adult Volunteer Tutors &
Youth-tutoring- Youth Program.

EXHIBIT: R-1 LEVEL: 10-Adult.

#### CLASSROOM ACTIVITIES

## GRAPHICS SUGGESTIONS

To be developed from workshop training based upon:

Handbook, National Reading Center, Tutor's Handbook.

Handbook, National Reading Center, Tutor Trainers Handbook.

As developed with workshop planning staff.



EXHIBIT: 8-2 LETE: 15

# PROPOSED TUTORS PROGRAM MATRIX

INSTITUTIONAL			INSTRUCTIONAL	VARIABLES			general de
VARIABLES	Organization	Content	Method	1301114:43	<b>†</b>		A CREATE
Student	2 hrs./wk., as scheduled	Remedial Reading	1:1 Tutorial	es ses	Agreement to come the first management of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second agreement of the second a	Cooperate W/purposes of tests	
	Is Interiol	e A A H	Individualized 181, Experiment With motivational Techniques	Arrange with Principal	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s	Determine Dress Determine Stress COSTS 285-71199	
Adeinistrators L. Frincipal	l. Assign Tutoring Times	Ibido	Annual Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the	Adequate bel Tutasing Facilities and Services	engeringen en Breitmanhäus in Man ham	Control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the contro	whereachers was a refer to
Scincational Specialists Tutors	1. Flan with teacher releasing tutored	9 17 19 19	1. Design with reach teacher to reach feacher goals for individuals.	1. From Teacher 2. As needed		2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2	
		Acceptance	Fncouragement			31 ed 31 ed 41 (17 C)	
Community	i4 community organizations /ww//washrichment provide volunteer Resources tutors.	Sesources Sesources	Field trips to places and activities		- Kasa		
				**************************************			

CBJECTIVE: ODGNITIVE NO. 3
AREA: ADULT TOLUNTEER TUTORS
AND YOUTH TUTORING YOUTH PROGRAM

GBJECTIVE: COGNITIVE No. 8
AREA: Adult Volunteer Tutors & Youth-tutoring-Youth Program.

EXHIBIT: R-3 LUVEL: 10 t. Adult.

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING TERSOII	DESCRIPTION OF INSTRUMENT	PAGES
indiat, Tlauli 1	STANDARDIZED V	
SPECIALISTS.	NON-STANDARDIZED	
the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s		·

OBJECTIVE: COGNITIVE No. 9

AREA: Inservice Survey of Adults

Elem. Target beloof beaters Parers.

EXHIBIT: S LEVEL: Adults.

#### CAJECTIVI

ESEA, Title I, target school classroom conthers, and relocipals, as well as target area parents of disadventaged students will take part in a September, 1972, survey to assess priorities and numbers of 1972-78 inservice topics to be carried out as suggested during the 1972 needs assessments.

The evaluations and survey will be by a rating scale of workshop suggestions and alterations to be prepared by ESEA, Title I, staff.

#### * STAFF INSERVICES REQUIRED

Orientation, East High Faculty, Adult Volunteer Tutor Program.

Creative Dramatics for Title I staff.

Adult Volunteer Tutors 20 Hours Workshop

Youth-tutoring-Youth Camp Trees for Tomorrow

Creative Crafts for Title I staff.

Parent Involvement for Title I staff.

## **Subject to Fall Survey

Building a Batter Salf-Concept adults.

Kodoly Music Program for Reading. Keller staff, Parents, Title I.

Emotional Involvement of the Troubled Person.

Creative Crafts for Parents.

Better Grooming Assemblies, for: Boys and Parents Girls and Parents

Human Relations in Teaching Disadvantaged.
Target school staffs,
Title I staff,
Parent Council.

× × ×

All subjects are fully planned and budgeted for 1972-1973, pending approval, deletions, additions.



OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

EXHIBIT: S-1 LEVEL: Adults

Dear

(colleagues in ESEA, Title I)

In order to select the inservice workshops that will be of the most value in helping us all to work better with your children and students, would you rate the workshop topics below as to their continuing merit. All were suggested last Spring. Rate 1, first choice; 2, second choice; 3, third choice.

- 1. "Creative Crafts Inservice" with Martha Harvey as consultant.

  Mrs. Harvey will present various types of crafts which can be made from scrap materials. Most of these can be made by children, and can be used to develop body coordination and language.

  Offered to Title I staff only, for 1/2-day.
- 2. "Parent Creative Crafts Inservice" with Martha Harvey as consultant. (Similar to No. 1 above, but offered to parents as well as Title I staff, for 1/2-day.

  Mrs. Harvey will demonstrate craft technique and parents will participate by completing a project.
- "Emotional Involvement of the Troubled Child" by a representative of Child Study Department as consultant.

  (The consultant will discuss what emotional problems are, signs that lead to identifying children, troubled, what can be done to help them.)

  Offered to parents, target school teachers,
- 4. "Creative Dramatics Inservice" by Karen Prevetti as consultant. This is to rate your feeling for continuing this beyond the necessary briefing of teachers beyond teacher institute week August 21-25, 1972. This orientation was necessary in the event you approve; the Creative Dramatics Movement classes would be held in each target school during the 1972-73 school year.
- 5. "Kodaly Inservice Relating Music to Reading" wth Norbert Ecker as consultant. Mr. Ecker will demonstrate and discuss how reading can be further developed through music. The inservice is offered to parents, target school teachers, principals, and Title I staff.
- 6. "Human Relations" with Alex Molnar & Will Roy, UW-Milw, as consultants. The two educators would present discussion and activities on improving human relations in day-to-day living. Offered for parents, target school teachers, principals, and Title I staff.
- 7. "Parent Involvement" with Jerry Downing as consultant.
  Mr. Downing will discuss ways and means of getting parents and



OBJECTIVE: COGNITIVE MO. 9
AREA: Inservice Submey of Advance
Elem. Target McCarl Codets Paramon

EXHIBIT: S-1
EXTER Adults

and teachers together in meaningful activities. Ascent here is one how to increase parent impolyement in the activities. Ascent here is one Offered to parents, target school teachers, principals, and Title I staff.

- 8. "Grooming Assemblies" with Mrs. MacGoren and Robert Smith, from Wisconsin School of Beauty and Barber representative. These assemblies will be held in each of the target schools. Mrs. Mac-Goren will explain skin care and cleanliness to girls, while the barber will demonstrate half styles and discuss grooming techniques with the boys.

  Offered to Grade 6 students, parents, principals and Title I staff.
- 9. List additional topics for 1972-73 inservice here:

We have budgeted the costs of the above eight suggested workshops, so funds are available for any last minute changes that may now prove necessary.

Please return these forms by September 15, 1972, to the school your child attends and/or to the center teacher in your building.

Thank you for your cooperation. Questions about this survey should be directed to the centre teacher in your child's school, or the Reading Clinic, 432-0351, Ext. 523.

Sincerely,

JTS:fmi

EXHIBIT: S-2 LEVELL: Adults

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, Project # 30-156

OBJECTIVE: COGNITIVE NO. 9
AREA: Inservice Survey of Adults
Elem. Target School Centers Parents.

			Instructional Variable	riable			
	Organization	Content	Method	Facilities	Cost	Evaluation	Comments
Student							
Teacher	Gets forms completed by parents in September.	ed Inservice suggestions 1972-73 term.				Returns survey results to litle I chairman.	
Administra	Administrator Receives survey forms, from centra administration.						· · · · · · · · · · · · · · · · · · ·
Educational Specialist.	nal st.					Tallies of survey responses by Title I staff.	
Family		Provides responses to target area in- service survey.	Pencil in forms.	Mone	None		
Community				0			

OBJECTIVE: COUNTIVE NO 9
AREA: Inservice Survey or Adults
Elsta, Targer School Centers Parality

CEMERIT: S-3
(EVEL: Adults.

## DIBECTORY-EVALUATIVE INTROJUCATIS

Evaluating Person	DESCRIPTION OF INSTRUMENT	PAGES
ESEA, Title I, staff	Staff rating scale of inservice education program topics.	

OBJECTIVE: COUNTIVE NO. 9
AREA Inservice Survey of Adults
Elem. Target School Center Parents.

EXHIBIT: S-4 LEVEL: Adults.

# STAFF RATING SCALE OF INSERVICE EDUCATION PROGRAM TOPICS. (To tally results of adult survey)

SPRING WORKSHOP SUGGESTIONS	Rating	Scale Ch	oices:
	lst	2nd	3r
Parents Creative Crafts Inservice			
Emotional Involvement of the Troubled Child			
Kodaly Inservice Relating Music to Reading			
Human Relations in Day-to-Day L.ving	1	·	
Parent Involvement			<del></del>
Children's Assemblies on Good Grooming - Open, also, to Parents, Principals, Title I Staff.			
Additional Suggestions:			

PROJECT # ____30-1:5

A PROGRAM OF ENRICHMENT OPPORTUNITIES FOR DISADVANTAGED CHILDREN, PHASE VII

PSYCHOMOTOR OBJECTIVES AND PROGRAMS PROPOSED

OBJECTIVE: PSYCHOMOTOR NO. 1

AREA: Pre-Kindergarten Coordination & Enrichment Program.

Howe-YWCA Pilot Parent Program.

EXHIBIT: T LEVEL: Pre-Kdg: Adult.

#### BEHAVIORAL OJBECTIVE

Howe area preschool children of families eligible for ESEA-Title I participating in this Howe elementary-Y.W.C.A. coordination and enrichment program will show improved psychomotor skills necessary for swimming and manipulative skills.

Evaluation will be by teacher observation and teachermade rating scales to be completed during the program's September planning phase. GBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination &
Enrichment Program
Howe-YWCA Pilot Parent Program

EXHIBIT: T-1 LEVEL: Pre-Kdgn & Adult.

#### PLANNING COOPERATIVE

	Selection of Students	Preparation of Program	ming	Psycho- motor Skills	Crafts	Evalu-
Title I Center Teacher	<b>x</b>	x		x		x
(YWCA Staff) Resource Person		x	x	en e e	x	x
Parents			×	×	x	×
Aide		x	x	x	x	x
Admin- istration	x				,	*

EXHIBIT: T-2 LEVEL: Pre-Kdgn &

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, Title I, Project # 30-156

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination &
Enrichment Program
Howe Pilot Parent Program.

			Instructional V	Variable			
	Organization	, Content	Method	Facilities	Cost	Evaluation	Comment
Student	2-5 per week Small groups of 10-18 for 30-45 minutes.	Activities to improve motor coordination skills.	Physical and manipulative activities.	Howe Elem. Y.W.C.A.			
Teacher	10-18 students calendar-type lesson plan book to assure coord. of objectives.	Planning according to needs of students using above activities.	Instructing & supervising above activities.	Howe Elem. Y.W.C.A.	ı	Teacher observation Teacher-made rating scales.	c
Adminis- tration.		Consultation.					
Educational Special Sist.	hal Social Services Dept.	Consultation.					
Family	10-20 min. psycho- mtor activities at home.	Activities to improve motor coord. skills.	Use of activity sheets from T/P observation at class.		<b>₽</b>	Teacher-made rating scale.	50
Aide	As directed by teacher.	As directed by teacher.	Teacher aide.		\$200.00		
Community	Instruct groups y of 10-18 students in swimming & crafts.	Planning swim & crafts program meet studen needs.	Instructing & supervising it activities	Y.W.C.S.	\$103.50	Teacher.observation Teacher-made rating scales.	



OBJECTIVE: PSYCHOMOTOR NO. 1 AREA: Pre-Kdgn Coordination & Enrichment Program. Howe-TWCA Pilot Parent Program

EXHIBIT: I-3 LEVEL: Pre-Kdgn. & Adult.

## PROGRAM BUDGET

ITEM	RATE	TOTAL
Resource Person (YWCA Staff)	\$2.25 per instructor swimming Acct #4290 INSTR.	\$67.50
Facil <b>iti</b> es		00.00
Materials	Acct #4290	36.00
Parents		00.00
Refreshments	Acct #4290	15.00
Aides	Three aides @ \$1.95 per hr for 28 hours Acct #4210	163.80
Other	Projected raise for aides Acct #4210	40.00
· · · · · · · · · · · · · · · · · · ·		*11

OBJECTIVE: PSYCHOMOTOR NO. 1
AREA: Pre-Kdgn Coordination &
Enrichment program.
Howe Pilot Parent Program.

EXHIBIT: Y-4 LEVEL: Pre-Kdgn & Adult

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

Evaluating Person	Description of Instrument	Pages
Teacher		
Teacher Parent	Evaluative instruments will be prepared during the September, 1972,	
YWCA	planning period.	



OBJECTIVE: PSYCHOMOTORNO. 2

AREA: Physical Development

Tank Pilot Project - 2nd yr.

EXHIBIT: U LEVEL: Pre-Kdgn 4-yr. olds.

#### BEHAVIORAL OBJECTIVE

Through selected physical activities each child will demonstrate his efficiency through a well-rounded physical developmental program in the areas of rhythmical activities, movement education, and vigorous large muscles activities. The proficiency of the child will be chiefly measured by the MOVE-GROW-AND-LEARN Test, by Orpet and Heustis of the Frostig-Maslow Program.

Special needs of each child will be indicated by additional tests listed in the directory of evaluative instruments at the end of this EXHIBIT T section.

OBJECTIVE: PSYCHOMOTOR NO. 2
AREA: Physical Development

Tank Pilot Project - 2nd yr.

EXHIBIT: U-1 LEVEL: Pre-Kdgn 4-yr olds

## CLASSROOM ACTIVITIES, SUCH AS:

Make puppets
Finger plays
Games-Organized
Jump rpe
Free dance
Scissors
Clay
Large pencils
Puzzles
Rhythm with body movement
Feeling box
Tearing and pasting
Making collages

Pantomimes
Tape recorder
Rhythm instruments
Coordination games
Block-building
Chalk
Large colors
Paints
Pegs & pegboards
Discoverning texture
Cutting & pasting
Scribbling and coloring

A Sugar

#### RESOURCE PEOPLE:

Phy. Ed. - Consultant Artist Carpenter Plumber

#### PARENT ACTIVITIES:

Design and construct outreach psychomotor materials - activities - toys.



ERIC Full Text Provided by ERIC

OBJECTIVE: PSYCHOMOTOR NO2 GREEN BAY PUBLIC SCHDOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 30-156

Area: Physical Development

Tank Pilot Droject - 2nd yr.

4-yr.old

EXHIBIT: U-2 Level: Pre-K

			Instructional Variable	Variable			
	Orgaization	Content	wethod	Facilities	Cost	Evaluation	Comments
Student	Demonstrate abilities.	Remediation of deficiencies	Play: l- organized 2- free	Tank School Kdgn gym.	District & Title I	Progress in physical develop- ment.	
Teacher	Observe child's abilities.Move- Grow-&-Learn test.	Motivate skills thru curriculum.	Frostig and Motor perceptual movement patterns	s as above	District	Pre-test and Post-test.	
Adminis- trator.	A former gym instructor.	be available for ideas and evalu-ation.	Resource person	as above	District	Observation, demonstration.	
Educationa Specialist	Educational Phy. Ed. Specialist Resource Person.	Guiding and suggesting changes.	Suggestions or corrections to program.	School phy.ed. materials and ideas.	District	Guidance thru participation.	
Family	Observa of school program.	Carry over to home situation.	Strengthen child's weaknes .s.	's Home.	None	Child's mastery and parents' satisfaction.	ċ
Community	Creative dance, "Miss Van"	Movement thru music.	Stimulation ard observation.	School.	None tr. Beyer	Child's ability to move freely with enjoyment.	
**************************************							

OBSERVATION: PSYCHOMOTOR NO. 2

AREA: Physical Development

Tank Pilot Project - 2nd yr.

EXHIBIT: U-3 LEVEL: Pre-K 4-yr olds.

#### DESCRIPTION OF INSTRUMENT

EVALUATING PERSON

Teacher Evaluation.

Tests from this list will be chosen to determine the special needs of individuals, as problems indicate their use.

#### 4-YR OLDS

Test I Frostig "Move-Grow-AND-LEARN"

Test II Draw a Man

Test III Beery Developmental Test

Test IV T.O.B.E. (Test of Basic Experiences)

Test V Verbal Fluency

Test VI Colors, Counting, Shapes, etc

Test VII Home Observation Sheet

Test VIII Rec. of Letters and Sounds of the Alphabet

5-YR OLDS

Frostig "MOVE-GROW-AND-LEARN"

Same tests as 4-yr. olds.

#### 2 and 3-year olds

Frostig "MOVE-GROW-AND-LEARN"

A lot of psychomotor.

Psychomotor Developmental Checklist.



OBJECTIVE: PSYCHOMOTOR NO 3.

AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V

LEVEL: Kindergarten

Early Elementary

#### BEHAVIORAL OBJECTIVE

5

Kingergarten - early elementary teachers who participated' in a psychomotor development clinic at Tank Elementary School during the summer, 1972, will field test behavioralized objectives, activity lists, and evaluations developed for the kindergarten level.

Evaluation of these implements will be through a 1972-73 term process evaluation, with results to finalize in Spring, 1973, with necessary revisions implement psychomotor training as part of the regular kindergarten and/or early elementary curriculum of ESEA, Title I target schools.



OBJECTIVE: PSYCHOMOTOR NO. 3
AREA: Psychomotor Program

Target Area Kdgn. Classrooms

EXHIBWIT: V-1 LEVEL: Kdgn.

Early Elem.

#### CLASSROOM ACTIVITIES

Audio Visual Suggestions by

#### A. Body Orientation

- 1. Body part identification
- 2. Song: "Head, Shoulders, Knees, and Toes"
- 3. Body part movement
- 4. Kick a rolling ball
- 5. Strike with hand, a thrown ball
- 6. Angels in the snow
- 7. Rhymthic clapping
- 8. Echo clapping
- 9. Busy Bee
- 10. Silent mirror drill
- 11. Sleep position
- 12. Flip flops
- 13 Rocking
- 14. Relaxing

#### B. Locomotion & Balance

- 1. Creep
- 2. Walk
- 3. Run
- 4. Hop
- 5. Skip
- 6. Gallop
- 7. "Trip through the woods"
- 8. Animal mimics
- 9. Balance beam
- 10. Blind beater
- 11. Duck, duck, goose

## C. Lateral Movement, Rolling & Jumping

- 1. Log roll
- 2. Egg roll
- 3. Forward roll
- 4. Backward roll
- 5. Animal mimics
- 6. Jump rope

## D. Throwing & Catching Ball Skills

- Rolling & catching
- 2. Bouncing & catching
- 3. Throwing & catching
- 4. Bouncing & catching off a wall
- 5. Throw, bounce, catch
- 6. Throw, bounce, clap, catch
- 7. Throw, bounce, turn, catch
- 8. Bounce, catch, continuous motion'
- 9. Dribble, bounce two hand
- 10. Dribble bounce one hand

To be developed from cooperation between teachers and Audio-Visual graphics specialist as part of the process evaluation.

OBJECTIVE: PSYCHOMOTOR NO. 3

AREA: Psychomotor Program

Target Area Kdgn. Classrooms

EXHIBIT: V-1 cont. LEVEL: Kdqn.

Early Elem.

#### CLASSROOM ACTIVITIES

#### A-V Suggestions by

### D. Throwing & Catching Ball Skills continued

- 11. Push ball
- 12. Call ball
- 13. Dodge ball

#### E. Eye-Hand Coordination

- 1. Strike a bouncing ball
- 2. Strike a thrown ball
- 3. Throw bean bags at target
- 4. Squeeze a rubber ball
- 5. Clay molding
- 5. Pick up small objects
- 7. Finger paint
- 8. Drop clothespin in bottle
- 9. Cut with scissors
- 10. Paste
- 11. Blow up balloon
- 12. Blow soap bubbles
- 13. Bowl
- 14. Striing beeds
- 15. Button
- 16. Snap
- 17. Hook
- 18. Lace
- 19. Zip

#### F. Programmed Activities

See 1972 summer workshop activity guide for participating teachers - "Kindergarten Fsychomotor Development"

This was prepared as the 1972-73 guidebook for this pilot project.

To be developed from cooperation between teachers and A-V graphics specialist as part of the process evaluation.



30-156 GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM ESEA TITLE I PROJECT #_ Psychomotor Program GREE Target Area Kdgn.Classrooms OBJECTIVE: PSYCHOMOTOR NO. 3 AREA: Psychomotor Program

Time Interval: 12 weeks

EXHIBIT: V LEVEL: Kdg Early Elem.

			Instructional Variable	ariable		*	
	Organization	Content	Method	Facilities	Cost	Evaluation	Commen
5-yr olds	S Small group & individually	Improved psycho- & locomotor skills.	Direct practice	Target schools		As below.	
Teacher	Small group Large group unit planning.	Activities: 1) body awareness 2) locomotion 3) balance 4) lateral movement 5) manipulative activities.	Demonstration notivation - cepetition - varied acti- vities.	Locomotor & psycho- motor equipment Classroom		Developmental per- ception Motor Rating Survey & PsychoEd. Inven. of Basic Learning Abilities both pre- and post.	ning
Adminis- tration	Typical matrix UW Ext.	School-Home Program Develop- ment.			\$201,53	As above.	
Specialists Phs. Ed. Coordinator	One to one. s Small group Large group or unit planning	e as	Coordinating program.	Target schools psycho. equipmt.	District		
Parents	Family unit.	Activities centered around five units.	Follow through practice at home.	Home materials.	1	Parent contacts	
Community	Small groups.		Demonstration follow-up.	Swimming pools - Recreation programs			

OBJECTIVE: PSYCHOMOTOR NO. #3
AREA: Psychomptor Program
Target Area Kdgn. Classrooms

EXHIBIT: V-3 LEVEL: Kdgn. Early Elem.

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Process evaluation forms, developed during Summer, 1972, will be field tested using initial forms, attached as part of this exhibit.	
•	Assessment of motor development survey	
	Checklist of psychomotor skills.	
		1
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- 2		

OBJECTIVE: PSYCHOMOTOR NO. 3 AREA: Psychomotor Program
Target Area Kdgn. Classrooms

EXHIBIT: V-4
LEVEL: Kdgn.
, Early Elem.

## ASSESSMENT OF MOTOR DEVELOPMENT SURVEY

	Student	Angels in the Snow	Jumping Jacks	Hopping-Al- ternate feet	Skipping	Comments:
•						
		,	,			
		-				
_				1 day 1		
	As I want to the American Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of the Comment of	Name of the latest and the latest and the latest and the latest and the latest and the latest and the latest a				
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OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in

Perceptual Training.

EXHIBIT: W LEVEL: 1-6

#### BEHAVIORAL OBJECTIVE

Pupils selected for the ESEA, Title I program who are diagnosed as needing training in the psychomotor area for greater reading achievement will individually improve their individual specific needs in motor and perceptual skills as measured by appropriate checklist(s) to be designed by the Center teachers.

Diagnosis will be by a subjective evaluation tool, and training will follow a systematic checklist of needs.

OBJECTIVE: PSYCHOMOTOR NO. .4 AREA: Motor Perceptual Skills in Perceptual Training.

EXHIBIT: W-1 LEVEL:1-6=

#### CLASSROOM ACTIVITIES

#### Suggestions-Project A-V Specialist

#### Environmental sounds, such as:

- 1. Traffic, neighborhood
- 2. Tracing with finger
- 3. Scissor activities
- 4. Coloring
- 5. Drawing with finger
- 6. Jump rope
- 7. Balls (toss, throw)
- 8. Walk beam
- 9. Threading
- 10. Finger paint
- 11. Rhyme pattern exercise
- 12. Copy designs
- 13. Cuisenaire rod counting

#### Motor Coordination activities:

- Skipping, hopping, climbing
- 2. Crawling, ball handling
- 3. Maze walking
- 4. Chalkboard activities

#### Coordination activities:

- 1. Tiptoe
- 2. Simon says
- 3. Angel in the Snow
- 4. Puzzles
- 5. Making clay, sand, playdough
- 6. Sandpaper letters, felt letters
- 7. Dressing self (Primary children)
- 8. Use of manipulative materials
- 9. Use of Craig Reader
- 10. Visual discrimination worksheets
- 11. Making peg board designs
  12. Use of records (chicken fat)
- 13. Music and rhythm exercises
- 14. Finger plays
- 15. Left & Right activities
- 16. Distinguishing between: hardness, softness, smoothness, roughness.
- 17. Neighborhood walks to identify smells, smelling games.

Develop designs of shapes.

Make different size and color letters.

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills
in Perceptual Training.

EXHIBIT: W-2 LEVEL: 1-6

The following are available for use in the Centers:

Subjective Analysis of Motor-Visual Preference

Leavell Hand-Eye Coordinator Tests

Machine, Controlled, Reader Exercises (Eye, left to right)

Machine, Speed-i-o-scope (Eye muscle & concentration)

Kinesthetic
 (Finger tracing of mazes)

Telebinocular

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in
Perceptual Training.

GREEN BAY PUBLIC SCHOOL MONITORING SYSTEM ESEA, TITLE I, Project # 30-156
Time Interval: 12 weeks

-							
			Instructional	Variable			
	Organization	, Content	Method	Facilities	Cost	Evel water	•
Student	3-5 per week Small group 1-5 for 20-30 minutes.	Activities to improve motor skills. Vision & auditory percep. skills.	Physical activities.		and a second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second sec	As below.	Colinent
Teacher	Tchr to 1-5 students, Flar Calendar-type or to ruit plan book to studessure coord. of objects.	uning accor needs of lents using	ding Instructing & supervising above activi-es.	See various matls & activities in Center. Exh.		Tchr observation. assessment of motor development.	ļ 
Administra- tor, Federal & otherwise.	a- rai se.	Consultantion.				, ,	<u> </u>
Educa- C tional Specialist.	MC - Specialist -	Design - Consult Consultation Diagnosis, Eval- uation	Develop materials as required by test or evaluation.	W		Teacher approved FormB206 & To be determined by Child Study Det.	
Family		The teacher & parent consult-ation & conferen	ce s.				
Communit							

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills
in Perceptual Training.

EXHIBIT: W-4
LEVEL: 4-12 (OLC & Clinic)

#### CLASSROOM & CLINIC ACTIVITIES

## SUGGESTIONS-PROJECT A-V SPECIALIST

#### Secondary

Controlled Reader L--R Craig Reader Speed-i-o-scope eye muscle exercise (concentration)

 Inservice training to teachers and pupils in care and use of projected reading machines and materials. Emphasize, to students, individual responsibility.

#### Clinic

Rheem-Califone Lab Tapes

Kinesthetic

Eye-Hand

Auditory Perception (as demonstrated by Leavell Pre- and Post-)  Graphics specialist will assist in preparation on maze symbols.



OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills
in Perceptual Training.

GREEN BAY PUBLIC SCHOOL MONITORING SYSTEM ESEA TITLE I PROJECT # 30-156

EXHIBIT: W-E
LEVEL: 4-12
OLC & Clinic

		INSTRU	INSTRUCTIONAL VARIABLE	Щ.			
	Oraganization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	Small group Individual	Activities to Motivation improve motor skills. petition varied activ	Motivation:re- s. petition varied activities.	es.		As below.	
Teacher	1-1 basis, 1-5 basis, 30 min. 3-5 times/wk. Calendar-type plan to allow coord. of db	Same as above.	As above, plus Controlled Ed. ILI Kinesthetic de	Controlled Ed. Tachistoscope device, Kinesthetic device.	Title	T/Observation Levell Hand-Eye Corod. Test.	
Administrator, Federal & otherwise.	or,						
Educational Specialis <b>t</b>	Child Study	Evaluation diagnosis.	Determination of handicap be-	Child Study	Distric	As determined by Child Study.	
Fami Ly		Improved ability to sustain motor skills of reading readiness.	Motivation.	Allow use of Title I devices & mtls. at home.			-
Community							

OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptal Skills
in Perceptual Training.

EXHIBIT: W-6 LEVEL: 4-12 OLC & Clinic

# DIRECTORY- EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Leavell Hand-Eye Coordination Test.	

UBJECTIVE: PSYCHOMOTOR NO.4 AREA:

Motor Perceptual Skills 16. Perceptual Training.

EXHIBIT: W-7 LEVEL: 4-6 & Clir Our Lady of Char: (secondary)

#### LEAVELL HAND-EYE COORDINATOR TESTS

- Section F -- Visual Imagery, Moving Objects. Have the subject draw the five objects designated. As indicated above (Section D), when the subject has completed each symbol, indicate with an arrow the direction in which the initial stroke was made.
- To Score Section F. There will be two points scored to each drawing. However, where two wheels are shown, instead of assigning a point for the "significant or beginning points," the wheel to the left is to be the important indication of L -- R significance. Regardless or whether the wheel is drawn clockwise or counterclockwise, if the wheel to the left is the first one drawn, this indicates one point in the L -- R score. The other point relates to the initial stroke.

When all scores have been tabulated, add the column of numbers and secure total for right hand-foot or right-eye responses.

#### Interpretation and Implications

If the total score of a right-handed person is thirty-two or less, then the subject may be considered to be a confused subject and should benefit from the Leavell Language-Development Service exercises.

In the case of subjects with consistent left-side coordination (hand and eye expression) and where there is, nevertheless, grave retardation in one or more of the language arts, particularly if accompanied by functional speech deficiencies, the employment of the Leavell Language-Development Service has been found to be beneficial in the correction of deficiency in these language arts skills.

To Score Section D. Pages II and III. To score the test, first count the number of initial strokes made in a left-to-right direction. Count next the number of objects with the significant or beginning point (as, the point of the knife blade, the head of the arrow, the bowl of the spoon, the head of the hammer, and the point of the scissors) drawn at the left end of the configuration. Add the number of initial left-to-right strokes to the number of objects with the beginning point at the left, and place that total on the scoreboard. No score for right-to-left initial strokes.



OBJECTIVE: PSYCHOMOTOR NO. 4
AREA: Motor Perceptual Skills in
Perceptual Training.

EXHIBIT: W-7

LEVEL: 4-6 & clinic

Our Lady of Charity

(secondary)

#### LEAVELL HAND-EYE COORDINATOR TESTS

INSTRUCTIONS FOR ADMINISTERING TESTS IN SECTIONS A, B, C, D, E, AND F.

Section A --Hand-Foot Preference Tests. The five tests in this section involve indications by the subject of the preferred hand and foot.

- <u>Test 1.</u> Ask the subject, "Which is your right hand?" Indicate in the space on that paper whether the subject has given the correct response.
- <u>Test 2.</u> Ask the subject to pick up a pencil and indicate the hand with which he writes. Record on the test sheet the response by using an  $\underline{R}$  if the right hand was used.
- <u>Test 3.</u> Ask the subject to indicate with his forefinger and the pencil that he has just used how he would sharpen the pencil, using the forefinger as he would a knife. Record an R if the right finger was used.
- <u>Test 4.</u> Ask the subject to stand on the floor and hop across the room on one foot. Record the response with an  $\underline{R}$  if he hopped on the right foot.
- <u>Test 5.</u> Ask the subject to indicate with which foot he would kick a football, by imitating this activity. Note with an  $\underline{R}$  if the response indicated the right foot as preferred.
- To Score Section A. On the scoreboard indicate only the total number of "right" choices under this hand-foot preference test. No score for "left" choices.

#### Section B -- Eye-Ear Preference Tests.

- <u>Test 1.</u> Use a desk blotter or a manila folder lengthwise to construct a tube from 15" 20' long and with an aperture 1" in diameter. Ask the subject to hold this tube in both hands and look through the hole with one eye at a pencil held in front of the examiner's face, when 12 or more feet removed from subject. Record response with an R in terms of right eye preference.
- <u>Test 2</u>. Cut a hole one-half inch in diameter in the center of a manila folder with a V-shaped cutout at the middle of one side as illustrated.

Have the subject hold this card with both hands at arm's length and, when 12 ft. or more away from examiner, pull the card to the preferred eye in order to look through the hole at a pointed object, such as a pencil, held in front of the examiner. Note whether the right or left eye is used. Record the response with an  $\underline{R}$  if the right eye was used.

<u>Test 3.</u> With a manila folder or desk-blotter material construct a flattened funnel or, manoptoscope, as illustrated here.





CBJECTIVE: PSYCHOLOTOR NO. A AREA:

> Motor Perceptual Skills in Perceptual Training

EXHIBIT: W-7 LEVEL: 4-6 & Clir Our Lady of Chari-(secondary)

LEAVELL HAND - EYE COORDINATOR TESTS It should be at least 10 inches long with the aperture at the small end of the funnel no larger than one inch in diameter. Have the subject hold the large end of the funnel to his head over both eyes and look through the small end at a pointed object 12 ft. away, held in front of the examiner. Note the eye employed in sighting the object and record  $\underline{R}$  if the right eye

Have the subject make a ring with the forefinger and thumb of each hand, Test 4. overlapping the two rings. Direct him to pull the rings to the head and with one eye look through the same at a pointed object in front of the examiner while standing 12 ft. away. Note and indicate with an  $\underline{R}$  if the preferred eye in this function was the right eye.

- Test 5. Have the subject pick up a watch or an interval timer and put it to his ear. Note and record with an  $\underline{R}$  if the preferred ear was the right ear.
- To Score Section B. Indicate only the total score of right-eye and right-ear preferences. No score for "left" choices.
- Section C -- Hand Dexterity Preference Test. With a watch or an interval timer with a second hand, note the number of squares that the subject can mark with an X in 30 seconds, using first one hand and then the other. The hand with which the subject makes more X's is considered the preferred, or dominant, hand.
- To Score Section C. If the larger number of squares was marked with the right hand, indicate with a score of five the right hand as the preferred hand function in the X cross-out test. No score for left superiority.
- Section D. -- Visual Imagery, Pointed Objects. Have the subject draw the five pointed objects indicated under "Objects To Be Drawn;" direct the child to draw the design in a horizontal fashion rather than in a vertical pattern. If necessary this direction should be repeated for any design which the child initiatrs in a vertical pattern. While the subject designs the first object ( a knife), note the direction in which the first dominant strokes are made. When the subject has completed the design, indicate with a pencil the direction in which these initial strokes were made. Follow the same procedure in having the subject draw each of the five symbols. For scoring, see Page 3.
- Section E -- Visual Imagery, Incomplete Objects. Have the subject complete the five symbols on this test sheet. After the subject has drawn the sail on the mast and the handle on the cup, note the side on which the subject first draws the limbs on the tree, the bottom of the piggy bank, and the top of the ice-cream cone-Indicate with an arrow in each case the side of the configuration from which the first dominant stroke was made.
- To Score Section E. To score the test, note whether the subject has drawn (1) the sail at the right side of the mast; (2) the handle at the right side of the cup, has drawn (3) the limbs of the tree first on the right of the tree trunk and (4) has completed the bank and (5) the ice-cream cone by drawing left to right. For each one so drawn record a score of 1 for "right" on the scoreboard for this test. No score for "left".



OBJECTIVE: PSYCHOMOTOR NO. 5

AREA: Dexterity Skills,

Instrumental Music

EXHIBIT: X LEVEL: 4-6

#### BEHAVIORAL OBJECTIVE

ESEA, TITLE I, children in each of two types of instrumental music programs shall extend the duration of time they sustain musical dexterity as demonstrated by fully coordinated playing of at least two appropriate compositions selected by their music teacher.

Final evaluation will include the demonstrated performances as observed by their music teachers. But continuous evaluation will note decreasing frequency of pupil errors, as also observed by the music teacher, and also by teacher-made charts of pupil progress during the period of training.

OBJECTIVE: PSYCHOMOTOR NG. 5

AREA: Dexterity Skills Instrumental Music

EXHIBIT: X-1

LEVEL: 4-6

#### CLASSROOM ACTIVITIES

SUGGESTIONS-PROJECT A-V SPECIALIST

Dexterity Skills to be learned in instrumental music study will include coordination of the following, by each pupil:

Foot

Ear

Posture

Hand

Eye

Tongue Breathing Apparatus

Video-tape playback, including audio-using project video-tape facility.

EXHIBIT: LEVEL: 4-:

DESCRIVE: P. C.E. TOR NO. 5
AREA: Dexterates.
Instrumental musical Symphonettes.

GREEN BAY PUBLIC SCHOOLS MONITORING SYSTEM, ESEA, TITLE I, PROJECT # 30-156

		Instr	Instructional Variable	ου			
1	Organization	Content	Method	Facilities	Cost	Evaluation	Comment
Student	Scheduled appear- ance for instr.	Symphonette practice scales, sheet music, instr. books.	S-S (tape re- corder) direct- ed practice to performance.	Symphonette, instrument, tape recorder.	,	Tape recorder auditions.	
Teacher						Teacher appraised of pupil change of self-concept.	
Adminis- trator Federal & otherwise	Schedule practices.		Coordinate teacher efforts.				
Education Specialis	Educational T-Group & pecialist T-P, Class,	As above.	T-P, demonstration P-P, P-Group mus performances.	on Music room, music stands, gym, symphonettes.		Tchr-rated performance scale.	
Family	Practice area at home.			Practice area.		Parent questionnaires.	
Community			Civic group performance opportunities.				

EXHIBIT: X-3 LEVEL: 4-6

GREEN BAY PUBLIC SCHOOLS

MONITORING SYSTEM, ESEA-TITLE I, PROJECT [ 30-156

	-
12 weeks	
Time Interval: 12 weeks	
Objective: Psychomotor #5 Area: Dexterity Skills, Instrument Music; Symphonettes	
Objective: Area: Dexte	•

		Comment										,
17	D.I.e.	Evaluation Com	Tape recorder auditions	-	Teacher appraised of	pupil change of	To de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la constante de la const	Tchr-rated performance	scale.	Parent Questionnaires.		
Man I Van J	tusciactional variable	Cost							S			
Inctairet	Tanracut	Facilities	Symphonette, instrument, tape recorder	1	·			T-P, demonstra- Music rm., tion P-P,P-Group music stands,	gym, Symphonettes	Practice area.		
		Method	S-S(tape re- corder)direct-instrument, ed practice to tape recorder	performance.			Coordinate teacher efforts.	T-P, demonstra- Music rm., tion P-P,P-Group music st	perrormances.		Civic group performance opportunities.	
		Content.	-	music, instr. books.				As above.				
		Organization	Scheduled appearance for instr.				torFed.& practices.	Education- T-P, Class, T-Group As above.	Dassettee	home.	٠	
			Student	j.	Å E C	X	torFed.&	Education- al Spec.	Family		Community	

OBJECTIVE: PSYCHOMOTOR NO. 5
AREA: Dexterity Skills

EXHIBIT: X-4 LEVEL: 4-6

# DIRECTORY-EVALUATIVE INSTRUMENTS ELEMENTARY LEVEL

EVALUATING PERSON	DESCRIPTION OF INSTRUMENT	PAGES
Teacher	Pupil psychomotor dexterity skills - music.  LeBlanc Music Talent Quiz.	

OBJECTIVE: PROCE PARTIE NO. 5
AREA: Dexterity partie, Insurmented Music

EXPIBIT: X-5 LEVEL: 1-6

## PUPIL PSYCHO-MOTOR CENTER WY SAILIS-MUSIC

OB	SERVABLE BEHAVIORS			RATI	NG SC	ALE	
		0	1	2	3	4	5
1.	Plays with musical dexterity						
2.	Has skill coordination of : foot, hand, ear, eye, posture						
3.	Displays seeing and listening skill						
4.	Can sequence physical operations necessary to carry out a musical procedure					·	

OBJECTIVE: Psychomotor No. 5  AREA: Dexterity Skills, Instrumental Music, 4-6								·	EXH1	BIT: ) L:	<b>( -</b> 6 4 <b>-</b> 6
LEBLANC MUSIC TALENT QUIZ									INST	RUCTO	R'S CAR
Student's Name Parents' Name Address School							Da te				
								Date			·
							Phone Grade Age				
I would like	to play	/									
I would like to play (1st choice)							(2nd choice)				
Test Score:Physical Char	racteris		-				E MORA NDI				
Lips							Teath				
Hands						0	ther			_	
Instrument Re Draw a Heavy Sec- Examp	1 .		T C	BLANC M	UCTO TAI	DAMP CHIP			·		
aco =xamp.	Lu - T	A - 2	2 A-3	A-4	A=5	4n or 1 A-6	ow, Sam	e or Di	fferen	t	Score
tion Same A	Same Diff.	Same Diff	Same	Same	Same	Same					
Sec-	B-1	B-2	B-3	Diff.	Diff. B-5	Diff. B-6	B-7	B-8	<del>                                     </del>		
tion Diff.	Same	Same	Same	Same	Same	Same	Same	Same			
B Sec-	Diff.		Diff.	Diff.			Diff.				
tionSame C	Same Diff.	C=2 Same Diff.	C-3 Same Diff.	C-4 Same Diff.	C-5 Same Diff.	C-6 Same Diff.	C-7 Same Diff.	C-8 Same Diff.	Same Diff.		
Sec- tion Diff.	D-1	D-2	D-3	D-4	D-5	D-6	D-7	D-8	D-9		
tion Diff. \	Same.	Same Diff.	Same Diff.	Same Diff.	Same Diff.	Same	Same	Same	Same	•	
Section Low	E-1 High Low	E-2 High Low	E-3 High Low	E-4 High Low	E-5 High Low	Diff. E-o High Low	Diff. E-7 High Low	Diff. E-8 High Low	Diff. E-9 High Low	·	
ec-	F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9		
ion	High Low	High Low	High Low	High Low	High	High	High	High	High		

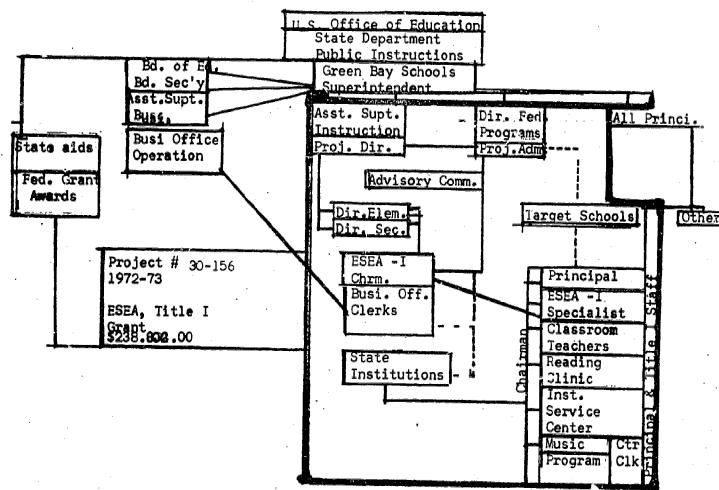
The Talent Quiz is easy to score. Mark each mistake with a big  $\underline{X}$  - then count the number of mistakes, multiply by  $\underline{2}$  and subtract the total from 100, to obtain your score. 100 is, of course, a perfect score.

Score Total



#### 4. Staff

Chart of District -- ESEA, Title I Project Staff Relationships



KEY: Direct Communication

--- Indirect communication

Indicates Project staff

#### B. DEFINITIONS OF ROLE RESPONSIBILITIES AMONG PROJECT AND DISTRICT STAFF MEMBERS

#### SUPERINT ENDENT

#### POSITION RESEONSTRILITIES

Attends all meetings of the Board and its committees (except when the superintendent's election, tenure, or salary are being considered), and advises the Board on matters of school policy and administration.

Prepares an agenda for each meeting of the Board, along with related and appropriate informative materials.

Recommends the appointment, assignment and transfer of all employees according to the needs of the district.

Recommends for suspension or discharge any employees whose services are so unsatisfactory as to warrant such action.

Recommends, textbooks and all other supplies ad equipment needed for activities of the schools or other agencies under the control of the Board.

Recommends the content of each course of study authorized by the Board of Education.

Provides direction for the assessment of all district instructional programs.

Determines the Boundaries of school attedance areas, subject to approval of the Board.

Is responsible for the general operation and maintenance of school facilities and equipment, and the purchase, storage, distribution, and inventory of all supplies.

Submits and justifies the Board, for approval, an annual budget request showing in detail the amount of funds necessary to provide for estimated needs udring the comming year,

Controls all purchases and expenditures within limitations of the budget as approved by the Board.

Provides periodic reports to the Board so the members may be informed of the status of all major functions of the district's operation, and how their policies are being implemented.

Keeps the Board informed as to school building needs, and recommends such actions as are necessary to meet those needs.

Implements decisions of the Board to carry out all school building needs.

Guides the development of systems and procedures within the district to insure legal, effective, efficient, and economical operation.

Is responsible for the evaluation of personnel who report directly to the Superinterdent.

Propares, for the approval of the Board, and by laws, rules, and regulations needed for the direction and control of the schools.



#### B-CCMTINUED

#### SUPERIFT INDENT

Plans for the professional growth of all employees.

Prepares and submits to the Board for approval, a plan for interpreting the educational program to the public, and directs such procedures as may then be authorized.

Is responsible for the development of suitable plans in all major areas of the school program, to achieve the objectives of the district.

Keens the Board informed of the school district's progress toward achieving its goals and objectives.

Represents the Board, as directed, at various district, community, state or national

Performs other duties as directed by the Board of Education.

B-JOITINU.D

#### POSITION TITLE

## ASSISTANT SUPERINT NDENT - INSTRUCTION (ESEA - TITLE I PROJECT DIRECTOR)

#### BACIC FUNCTION

Is responsible for providing leadership, direction, implementation and coordination of the educational program and personnel of the district under the direction of the Superirtendent of Schools and in accordance with the philosophy, objectives of the Foard of Education and in accordance with the statutes of the state of Wisconsin.

#### GENERAL CHARACTERISTICS

Fectuited by

Superintendent of Schools

Appointed by

Board of Education

Term of appointment

One Year

WCEKING R LATIONSHIPS

Rejorts to

Superintendent of Schools

Staff relationships

Superintendent of Schools

Assistant Superintendent -Business

Director - Personnel

Director - Research and Development

Director - Public Information Director - Federal Programs

All other Administrative Staff Members

Süpervises

Director - Secondary Education
Director - Elementary Education

Director - Special Education, Child Study

Supervisors K-12

Director - Instructional Media

Directors - Titled Federal Programs

#### SPACIAL QUALIFICATIONS OF THE POSITION

Required experience or training

Must le able to be certified as an Assistant Superintendent in the state of Wisconsin: a minimum of threeyears experience in a school administrative position, experience as an instructional supervisor or principal at both elementary and secondary levels.

Desired experience or training

Ar . rned doctorate with special emphasis upon curriculum.



## A SISTANT SHEEFINTENDENT - INSTRUCTION (ESEA - TITLE I PROJECT DIRECTOR)

Strong academic background: capacity to work effectively with others and to motivate others to excel in fulfilling their responsibilities; broad knowledge of curriculum and its relationships to other instructional responsibilities of the instruction department; initiative, imagination, and courage in planning and implementing the educational program and in solving problems; ability in public speaking and effective writing,

Types of activities performed frequently
Directing long- and short-range planning and implementation of the educational
problem of the district; working with the Superintendent and Administrative Officers
in coordinating all major functions of school operations; evaluating all functions
of the instruction department and compiling instructional reports of the department
for presentation to the Board and the public; attending professional meetings

#### POSITION RESPONSIBILITIES

Serves on the Superintendent's Administrative Council.

Recommends the instructional budget requests to the Assistant Superintendent-Business Affairs.

Directs the development of the planning of the educational program.

Is responsible for the orientation and evaluation of instructional personnel, and assists in the evaluation of classified personnel.

Provides direction for the evaluation of the district instructional program.

Keens the Superintendent advised of all instructional services, and promptly informs the Superintendent of all major problems.

Develops effect organization for all functions of the instruction department.

Directs the development of educational specifications for new facilities.

Cooperates with other administrative personnel in providing an effective and efficient educational program.

Assists the Superintendent in advising the Board of Education about the educational program.

Makes recommendations through the Director-Personnel in the selection, assignment and transfer of instructional personnel to the Superintendent,

Recommends to the Superintendent textbooks, supplies, and equipment needed for the instructional program of the district.

Makes recommendations regarding school boundaries, pupil accounting, and pupil assignment to the Superintedent.

Develops regular, periodic reports for the staff ad Superintendent of School.



#### B-CC TIMUED

## ACCUST OF SUBERINT SUBERING - INSTRUCTION

Coordinates the student teaching and volunteer programs.

Serves as chairman of the Instructional Council.

Serves as secretary to the Education Committee of the Board.

Attends meetings of the Board of Education at the direction of the Superintendent, or matters of the instruction department.

Performs other duties as directed by the Superintendent of schools

Serves as Project Director, ESEA -Title I.

## PTHISTOR - P.D. RAL PROGRAMS (13 A -TITLE I ADMINISTRATOR)

In e of activities rerformed frequently

I one and short range planning of programs that will benefit the district; supervising

federal programs; developing in writing programs to fit district needs; evaluating

federal programs.

#### POSITION R 3 CHSTBILITIES

Directs the Title I Program under the supervision of the AssistantSuperintendent-Instruction.

.lans and writes federal programs appropriate to district needs.

Identifies federal funds and programs for which the district would be eligible, coordinates on-going federal programs.

Maintains fiscal calendar for all federal programs for necessary reports and due dates on federal program.

Compiles necessary data for reports and/or continuation applications including budget r quests.

Prepares periodic reports for the Superintendent of Schools and/or appropriate staff.

Disseminate information on federal programs within and without the school district.

Is resensible for E.S.E.A. Title I accounts and accounting procedures.

Serves as district liaison with state, federal, and legislative offices as concres federal projects.

Lvaluates federal programs.

Provides assistance and guidance to those wishing to initiate a federal program.

In accordance with business procedures established by the Assistant Superintendent-Business, directs procurment of supplies, equipment, salaries, etc, for those federal programs for which he is directly responsible.

lerves as a member of the Instructional Council.

terforms other duties as directed by the Superintendent of School.

#### BY TIC STAGLICE

Plans, directs, coordinates, evaluates federal programs-both in initiating and continuing them, under the direction of the Superintendent of Schools in accordance with philosophy, objectives and policies of the Board of Education.

B-CONTINUED

#### LOBITION TITLE

### DIRECTOR - FFDERAL PROGRAMS

#### BASIC FUNCTION

Plans, directs, coordinates, evaluates federalprograms - both in initiating and continuing them, under the direction of the Superintendent of Schools in accordance with the philosophy, objectives and policies of the Board of Education.

#### GENERAL CHARACTERISTICS

Recruited by

Superintendent of Schools

Appointed by

Board of Education

Term of Appointment

One Year

### WCPKING RIATIONSHIPS

Reports to

Superintendent of Schools

Steff reationships

Superintendent of Schools
Assistant Superintendent -Instruction
Assistant Superintendent -Business
All other Central Office Staff
Elementary - Secondary Principals

Supervises

Title I Project Staff

## SI CTAL CUALIFICATIONS OF THE POSITION

Required experience or training
Bachelors Degree; knowledge of school programs and administrative experience;
experience in fiscal control and management; ability to creatively interpret educational programs in writing.

Desired experience or training Nasters Degree; successful teaching and administrative (education) experience; a functional knowledge of the political arena,

Special requirements of the position Ability to organize effectively, to gather ad analyze data, to effectuate continuation applications of ongoing federal programs, and to initiate and guide staff members in the creation of new programs.

B-CCMTINULD

COUTION TITLE

CHAIRMAN, ESEA TITLE I

#### BASIC FUNCTION

Is rest unsible to coordinate the curriculum objectives of FSEA-Title I and admi istrative details of each project.

#### O N RAL CHAPACT RISTICS

Recruited by

Director of Personnel

Appointed by

Assistant Superintendent for Instruction

Term of Appointment

One Year

#### WORKING R LATIONSHIPS

Reports to

Director of Federal Programs
(Administration of Title I)
Director of Elementary & Secondary
(Curricular Aspects of Title I)

Staff Relationships

Assistant Superintendent-Instruction Principals of Target Schools Director of Child Study Central Office Staff

Supervises

Remedial Reading Clinic and Target School Project Staff

### SPICIAL QUALIFICATIONS OF THE POSITION

Possesses minimum of MA Degree; holds Wisconsin Certification as Reading Specialist; charactery reading diagnostic work forproject; knowledgable about ESEA-Title I compensatory programs; able to coordinate efforts of highly skilled staff in all ar as of project objectives; possesses professional insights into area-wide needs assessments; has working knowledge of evaluative techniques.

B-COMMINUED

PODITION TITLE

DIRECTOR-ELEMENTARY EDUCATION
(Channel For ESEA-TitleI Llementary projects within District)

#### BASIS FU CTION

Is responsible for admiristering an effective program of elementary education under the leadership of the Assistant Superintendent- Instruction in accordance with the Shilosophy, objectives, and policies of the Board of Education.

### COMBRAI CHARACTERISTICS

Recruited by

Superintendent of Schools

Appointed by

Board of Education

Term of appointment

One Year

Wrking Relationships

Reports To

Assistant Superintendent - Instruction

Staff relationships

Superintendent of Schools Assistant Superintendent -Business Affairs All other Central Office Administrative and Supervisory Staff Members

Supervises

Elementary School Principals Supervisor-Elementary

# SP CIAL QUALIFICATIONS OF THE POSITIONS

Required experience or training

Must be able to be certified as a Director of Instruction in the state of

Wisconsin; a mirimum of three years experience as an elementary school principal.

regired experience or training school supervisor; doctorate in elementary education.

Strong leadership ability, ability to work effectively with others, broad knowledge of elementary school curriculum, good public speaking and writing abilities, creative are ach to problem-solving, ability to make major decisions.

Types of activities performed frequently long-and short-range planning of elementary educational programs; evaluation of enumerous and personnel; supervision of principals and staff personnel; speaking to groups; working with committees; supervising elementary schools in the district; attacking professional meetings.

# POSITION R.S. CASIFILITIES

Directs the district's programs of elementary education.

Provides leadership and direction to elementary school principals.

Provides leadership in the development of curriculum and instruction in the elementary schools to assure a sound and effective educational program.

Guides the development of systems and procedures in conducting and evaluating the elementary school program.

Is responsible for procuring and evaluating data pertaining to finances from the individual building principals and compiling the data into an elementary school budget request.

Advises the Assistant Superintendent-Instruction of all major developments in the elementary school programs, and promptly informs him of all major problems.

Coordinates work and activities of elementary principals and staff personnel circing in-service programs.

Serves on the Instructional Council.

Frovides instructional data compiled from principals and other sources.

Annually approves the assignment or transfer of teachers and the scheduling of classes.

Through building principals, directs the evaluation of elementary school personnel and the evaluation of classified personnel.

Makes visitations to schools and classrooms and, when appropriate, follows up visitations with written appraisals.

Recommends personnel to the Director-Personnel for placement in the elementary schools.

Within the procedure established by the Assistant Superintendent-Business Affairs approves requisitions related to elementary education expenditures.

Coordinates with the Assistant Superintendent-Instruction in establishing prodedures for the selection of elementary school textbooks and other instructional materials.

Requires annual and other written reports (where warranted) from allelementary school principals. Directs elementary councils, principals and curriculum committee structures.

Directs the following-curriculum councils, committees and the elementary principals council.

At the direction of the Assistant Superintendent-Instruction, works with other admit istrative officers in formulation of a school calendar to be recommended to the Superintendent of Schools



# THE CTOY - I EMENTARY EDUCATION

### TICY IBILITIES

Through the Assistant Superintendent-Instruction advises the Superintendent and the Loand about elementary school programs and delelopments.

Dev lops regular, remindic elementary school reports for the staff and Assistant

Works with the Director of Buildings and Grounds in providing functional school

Performs other duties assigned by the Assistant Superintendent-Instruction or the Superintendent of Schools.



.<u>D-CCMTINUED</u>

COSTRION TITLE

DIRECTOR -SECONDARY EDUCATION (CHANNEL FOREREA-TITLE I SECONDARY PROJECTS WITHIN DISTRICT)

# BASIC FUNCTION

Is respectible for administering an effective program of secondary education for the district under the leadership of the Assistant Superintendent-Instruction and Education.

# G NERAL CHARACTERISTICS

Recruited by

Appointed by

Term of appointment

WCEKING HELATIONSHIPS

heports to

Staff relationships

Supervises

Superintendent of Schools

Board of Education

One Year

Assistant Superintendent-Instruction ,

Superintendent of Schools
Assistant Superintendent-Instruction
Assistant Superintendent-Business
Affairs

All other Central Office Administrative and Supervisory Staff Members

Secondary Principals
Local Vocational Education
Coordinator (L.V.E.C.)

# STACIAL QUALIFICATIONS OF THE POSITION

Required experience or training

Must be able to be certified as a Director of Instruction in the state of Wisconsin;

a Minimum of three years! Experience as a secondary school administrator.

Desired experience or training Successful secondary school teaching experience; five year's experience as a secondary school principal; doctoral-level work in secondary education.

Steerial requirements of the position Strong leadership ability, capacity to work effectively with others, broad knowledge of second ry school curriculum, good speaking and writing abilities, creative approach to problem solving, and ability to make major decisions.

Types of activities performed frequently
Long-and short-range planning of secondary education; supervisions of principals,
L.V.:.C.; speaking to groups, working with committees; supervising secondary schools
in the district; attending professional meetings



#### DIRECTOR-SECODARY EDUCATION

#### POSITION RESPONSIBILITIES

Directs the district's programs of secondary education.

Frovides leadership in the development and remision of curriculum and instructional programs in the secondary schools;

Approves the assignment of teachers and the master scheduling of classes.

Is responsible for procuring and evaluating data into a secondary school budget request,

Is respinsible for evaluating secondary school personnel and assists in evaluating classified personnel.

Provides leadership and direction to Secondary School Principals, and the I.V.F.C.

Directs the development of systems and procedures in conducting and evaluating the secondary school program.

Directs the meetings of the Secondary School Principals.

Directs Secondary School Principals to submit annual written reports

Directs the Secondary Curriculum Council.

Within therrocedure established by the Assistant Superintendent-Business Affairs,  $a_{\rm E} \mu r$ , was requisitions related to secondary school expenditures.

Advises the Assistant Superintendent-Instruction of all major devicements in the secondary school program, and promptly informs him of all major problems

Assists the Assistant Superintendent-Instruction and admiristrative personnel of the division of instruction in providing a sound and effective educational program.

Provides regular, periodic secondary school reports for the Assistant Superintendent-

becommends faculty and staff needs of the secondary schools.

Coordinates work of secondary school principals and staff rescource personnel - i cluding in-service programs.

Percommon a with the Director-Fuilding and Grounds in providing functional school facilities.

hocommends the development of instructional programs which reflect K-12 correlation.

At the direction of the Assistant Superintendent-Instruction, assists in the formulation of a school calendar to be recommended to the Superintendent of Schools.



# TIR OTCH-BECCHDARY DUCATION

toercirates all secondary school activities at policy level such as inter-scholastiately ties, forensics, delate, intramurals, etc.

Frowides leadership in secondary education on the Instructional Council.

Assists the Assistant Superintendent-Instruction in advising the Board of Education of matters concerning secondary school programs and developments.

Recommends to the Assistant Superirtendent-Instruction, the selection of secondary school textbooks and other instructional materials.

Recommends with the Director-Child Study, the staffing of the Child Study Department within the secondary schools.

Performs other duties as assigned by the Assistant Superintendent-Instruction or the

E-COTTIULD

**POSITION TITLE** 

ELEMENTARY FRINCIPAL

(IMMEDIATE SUPERVISOR OF ESEA-TITLE I
PROGRAMS WITHIN HIS TAPGET SCHOOL)

### BATIC FUICTION

Administers the elementary school according to the philosophy, objectives and policies of the Board of Education under the supervision of the Director—Lieuentary Education. Provides educational leadership to both faculty and pupils and inspires them to contribute their best efforts.

### C TANE CHARACTERISTICS

Recurited by

Appointed by

Term of appointment

Superintendent of Schools

Board of Education

One Year

#### WCMKING O LATTONSHIPS

Reports to

Director-Elementary Education
Director-Special Education, Child Study
(where
appropriate)

No of relationships

Superintendent of Schools
Assistant Superintendent-Instruction
Assistant Superintendent-Fusiness Affairs
Director-Personnel
Director-Special Education, Child Study
Director-Research and Development
All other Administrative Personnel

Junervises

Building Staff

# SPECIAL QUALIFICATIONS OF THE POSITION

required experience or training Must be able to be certified as an elementar school principal in the stateof Mincorsin.

Desired experience or training Successful experience as an elementary school principal; experience as an assistant elementary school principal; advanced graduate work beyond the master's degree and/or evidence of continued professional advancement(irstitutes, workshops, unique teaching experiences, etc.)

Strong leadership ability: ability to workd effectively with groups and individuals; broad kr wider of eleme tary school curriculum; good speaking and writing abilities; or alive and imaginative approach to problems; ability to make sound decisions and withstead pressures.



#### EL.MANTARY PRINCEPAL

### Types of activities performed frequently

Short-term and long-range planning; speacking to groups; working with committees and groups of teachers; meeting with parents; supervising school activities; supervising instruction, providing guidance to pupils, parents, etc., attending professional meetings.

#### POSITION RESPONSIBILITIES

Is responsible for the efficient administration of the school.

Provides leadership and support to the teaching staff.

Visits classes to observe, assist and document the work of teachers and follows all formal observations or visitations with written reports to be given to the teachers.

Evaluates and makes recommendations on the performances of the teachers, co-curricular advisors, unit leaders and other classified personnel.

Maintains effective communication with teachers, pupils and parents.

Maintains discipline in the elementary school and at all school functions.

Recommends teachers for re-employment.

Designs the master scheduling of classes with the approval of the Directorl-mentary Education.

Develops in-service programs with staff members.

Is responsible for regular meetings of the faculty.

Works closely with pupil services personnel and community agencies in guidance and courseling.

Initiates programs, activities and events, original or innovative in nature. Programs, activities and events having district implications should be approved by the Director-Elementary Education.

Directs the utilization of facilities.

Develops the official calendar of school sponsored events.

Approves and recommends to the Director-Elementary Education the Assignment or transfer of teachers and classified personnel.

Intervies ad makes final selection of prospective of his certified staff, whenever possible.

Submits annual report to the Director-Elementary Education which sets forth short-term and long-term plans for the school.

Serves as coordinator for one curriculum or instruction committee, as assigned.



#### ELEMENTARY PRINCIPAL

Reports all students suspensions to the Director-Elementary Education.

Through the Director-Elemetary Education, is responsible for improving articulation of the educational program with the secondary schools.

Within the procedures approved by the Assistant Superintendent-Business Affairs, directs all school business affairs.

Directs pupil accounting procedures.

Prepares an elemtary school budget request for those buildings for which he is responsible for submission to the Director-Elementary Education.

Performs other duties as assigned by the Director-Elemtary Education or the Superintendent of Schools.



#### POSITION TITLE

SECONDARY SCHOOL PRINCIPALS
(SENIOR HIGH-JUNIOR HIGH)
(IMMEDIATE SUPERVISOR OF YOUTH TUTORING FOUTH OR ADULT VOLUNTER TUTORING PROGRAMS WITHIN HIS SCHOOL)

#### BASIC FUNCTION

Administers the senior high school according to the philosophy objectives and policies of the Board of Education under the supervision of the Director-Secondary Education. Provides educational leadership to both faculty and students, and inspires them to contribute their best efforts.

### GENERAL CHARACTERISTICS

Recruited by

Superintendent of Schools

Appointed by

Board of Education

Term of appointment

One Year

#### WORKING RELATIONSHIPS

Reports to

Staff relationships

Director-Secordary Education

Superintendent of Schools
Assistant Superintendent-Instruction
Assistant Superintendent-Business Affairs
Director - Personnel
Director-Special Education, Child Study
Director-Building and Grounds
Director-Research and Development
All other Administrative Personnel

Supervises

Building Staff

# SPECIAL QUALIFICATIONS OF THE POSITIONS

Required experience or training

Senior High-Qualified to be certified as a Senior High School Principal in the Sate of Wisconsin; three or more years of successful experience as a Secondary School Administrator.

Sunior High-Qualified to be certified as a Junior High School Principal in the State of Wisconsin.

Desired experience or training

Senior High-Advanced graduate work beyond the master's degree. Three or more years successful administrative experience as a Senior High School Principal. Junior ligh-Two or more yeas of experience as principal or an assistant principal in a junior high school; post master's degree work in secondary education or related courses.



# TO CARDARY SCHOOL PRINCIPAL (SWICE HIGH-JUNIOR HIGH)

Bursial requirements of the position

Strong leadership ability to work effectively with groups and individuals; broad krowledge of high school curriculum; good speaking and writing abilities; creative and imaginative approach to problems; ability to make sound decisions and withstend pressures.

Types of activities performed frequently

Short-term and long-range planning; speaking to groups; working with committees and croups of teachers; visiting classrooms; meeting with parents; supervising school activities; attending professional meetings.

#### . COITICN R. SPONSIBLITIES:

Provides instructional-leadership within the school and where appropriate, emphasizes K-12-correlation of programs.

Visits classes to observe, assist, and document toe work of the teachers, and follows all visitations with written reports to be given to the teachers,

Evaluates and makes recommendations on the performances of the assistant principal, teachers, co-curricular advisors, department chairman and also on classified personnel.

Prepares the school budget request for submission to the Director-Secondary Education.

Recommends to the Director-Secondary Education for approval all course offerings, textbook adoptions and other instructional matters.

Designs the master scheduling of classes with the approval of the Director-Secondary Education.

Directs all school business affairs.

Approves all purchase orders and countersigns all pay orders from school activity fund accounts.

Directs pupil accounting prodedures.

Assures articulation between the elementary schools and the secondary school instructional pursuit to the best of their ability; also between the senior high and post high school institutions.

Directs a effective public relations program.

hecommends the assignment or transfer of teachers including all co-curricular advisors to the Director-Secondary Education.

Maintains discipline in the school and at al school functions.

Maintains effective communication with parents, teachers and students.

Directs the school's co-curricular activities,



1

# SECONDARY SCHOOL PRINCIPALS (SENIOR HICH-JUNIOR HICH)

Coordinates school programs, events or activities which have district implication through the Director-Secondary Education.

Interviews and makes final selection of prospective members of his certified and classified staff, whenver possible.

Directs instructional programs to meet the individual needs of the students and to assure accreditation.

Serves on the Secondary Curriculum Council.

Makes an annual report to the Director-Secondary Education.

Initiates programs, activities and events, original or innovative in nature.

Programs, activites and events having district implications should be approved by the Director-Secondary Education.

Schedules and conducts meetings of the faculty.

Represents the school in league or conference meetings.

Directs the utilization of facilities.

Prepares the official calendar of shool-sponsored events.

Performs other duties as assigned by the Director-Secondary Education or the Superintendent of Schools.



B-CONTINUED
POSITION TITLE

ASSISTANT PRINCIPAL-SECONDARY
(SENIOR HIGH-JUNIOR HIGH)
(IDENTIFIES ESEA-TITLE I YOUTH
RECORDS WITHIN HIS SCHOOL.)

### BASIC FUNCTION

Is responsible for those school activities as directed by the building principal and in accordance with the philosophy, objectives and policies of the Board of Education.

# GENERAL CHARACTERISTICS

Recruited by

Superintendent of Schools

Appointed by

Board of Education

Term of appointment

One Year

# WORKING RELATIONSHIPS

Report to

Building Principal

Staff relationships

Superintendent of Schools
Director-Secondary Education
Assistant Superintendent-Instruction
Assistant Superintendent-Business Affairs
Director-Personnel
Director-Special Education, Child Study
Director-Building and Grounds
Director-Research and Development
All other Administrative Personnel

# SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training

Senior High-Qualified to be certified as a Senior High School Principal in the state of Wisconsin.

Junior High-Qualified to be certified as a Junior High School Principal in the state of Wisconsin.

Desired experience or training

Three or more years successful secondary administration; post-master degree work in secondary education.

Special requirements of the position

Strong leadership ability; ability to work effectively with groups and individuals; sound knowledge of senior high school curriculum; ability to analyze problems and make decisions; ability to withstand pressures.

Types of activities performed frequently
Short-term and long-range planning; speaking to groups; working with committees, and groups of teachers and students; visiting classrooms; meeting with parents; supervising school activities; attend professional meetings.



# ASSISTANT PRINCIPAL-SECONDARY SCHOOL (SENIOR HIGH-JUNIOR HIGH)

# POSITION RESPONSIBLITIES

### AS DIRECTED:

Provides instructional leadership within the school and where appropriate emphasizes K-12 correlation of programs.

Is responsible for the control and direction of pupil accounting procedures, attendance, discipline and referrals.

Maintains necessary pupil accounting records.

Directs and maintains a school calendar for the use of the facilities, espically for co-curricular activities.

Assists in the direction of transportation, where necessary.

Is responsible for safety and building security procedures.

Coordinates the development of building procedures in the form of directives and/or handbooks, as approved.

Assists in all class scheduling procedures.

Is responsible, as assigned, for the evaluation of staff.

Makes necessary reports to the building principal-including written evaluation reports.

Coordinates building maintenance, as necessary.

Assists in the development of departmental and school budget requests.

Serves on the Secondary Curriculum Council.

Maintains necessary contacts with parents.

Assists in the development of long range educational goals and/or programs.

Performs other duties as delegated by the Principal or the Superintendent of schools.



POSITION TITLE

DIRECTOR-SPECIAL EDUCATION, CHILD STUDY
(RESPONSIBLE FOR SCREENING TESTS OF
TARGET SCHOOL STDDENTS RECOMMENDED
FOR PROJECT CLINIC TRAINING)

#### BASIC FUNCTION

Is responsible for Special Education and Child Study and coordinates these programs under the direction of the Assistant Superintendent-Instruction in accordance with the philosophy, objectives and policies of the Board of Education.

#### GENERAL CHARACTERISTICS

Recruited by

Superintendent of Schools

Appointed by

Board of Education

Term of appointment

One Year

#### WORKING RELATIONSHIPS

Reports to

Assistant Superitendent-Instruction

Staff relationships

Superintendent of Schools

Assistant Superintendent-Instruction Assistant Superintendent-Business Affairs All other Central Office and District Staff

Members

Supervises

Supervisor, Special Education K-12

Psychologists Social Workers

Special Education Teachers

Attendance Officers Census Personnel

#### SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training

All necessary requirements to be licensed as a Director-Special Education in the state of Wisconsin.

Desired experience or training

Five years of successful teaching experience in some are of Special Education; three years of administrative experience; doctorate or doctoral leve work in Special Education; training and experience as a School Psychologist or School Social Worker.



# DIRECTOR-SPECIAL EDUCATION, CHILD STUDY

Types of activities performed frequently
Conferring with staff members; working with community agencies concerned with
Child welfare; conducting and planning research studies; providing data pertaining
to pupil personnel for local, state and national reports; completing detailed plans of
service for all handicapping conditions; school psychology; school social work;
improving public relations regarding Special Education and Child Study; attending
professional meetings.

# FOSITION RESPONSIBILITIES

Directs the following programs; Psychological, Social Work, Special Education, Testing Programs, and Pupil Accounting Services.

Develops short- and long-range planning for special services and shild study.

Coordinates with school administrators the Special Education and Child Study Program, making these students a part of the total educational program.

Develops the budget request for all handicapping conditions, psychological, social work, attendance and census. (This involves two (2) separate budgets-one for the school year for the Department of Public Instruction, Division of Handicapped Children; one for the calendar year for the school district/)

Consults with the Sperintendent of Schools on matters involving Child Study, Special Education.

Is responsible for evaluation of all certified personnel, and assists in the evaluation of classified personnel.

Provides leadership in the preparation of in-service and/or orientation programs necessary to inform or to further train departmental staff.

Arranges for homebound instruction.

Develops, with assistance of the Director or Research, a district-wide program of research which provides annual information regarding dropouts, grading, and other information related to curriculum.

Consults with the Assistant Superintendents-Instruction and Business Affairs and other administrative officers regarding program requirements for instruction and special services-including bussing of handicapped children.

Is responsible for the writing of brochures, newsletters, announcements, prospsals for grants.

Cooperates with the Director-personnel in the selection of personnel for Child Study, Special Education and in the selection of attendance officers.

Develops regular, periodic reports for the staff, the assistant superintendents and the state.



# DIRECTOR-SPECIAL EDUCATION, CHILD STUDY

Serves as chairman for special education staff meetings.

Supervises pupil accounting and district-wide attendance, and student record functions.

Cooperates with national, state, local and district agencies in the research and development of new programs

Conducts annual census.

Performs other duties as directed by the Assistant Superintendent-Instruction or the Superintendent of Schools.

#### POSITION TITLE

# EDUCATIONAL MEDIA SPECIALIST (ESEA-TITLE I PROJECT)

#### BASIC FUNCTION

Is responsible for the planning, design and development of instructional materials as directed by the Director-Instructional Media and under the general direction of the Assistant Superintendent-Instruction.,

#### CENERAL CHARACTERISTICS

Recruited by

Superitendent of Schools

Appointed by

Board of Education

Term of appointment

One Year

#### WORKING RELATIONSHIPS

Reprts to

Director-Instructional Media

Staff relationships

Superintendent of Schools

Assistant Superintendent-Instruction

Other Central Office Members

Principals
Faculty Members

# SPECIAL QUALIFICATIONS OF THE POSITION

Required experience or training

Bachelors degree; successful experience in the development of educational media; knowledge of art echniques; must be able to be certified in the state of Wisconsin.

Desired experience or training

Masters degree; knowledge of curriculum, K-12.

Special requirements of the position

Broad knowledge of audio-visual materials and techniques; basic knowledge of art and graphic techniques; ability to wook effectively with others; crative ability.

Types of activities performed frequently

Conferring with staff members; leadership in the development of instructional materials; assisting in the development of materials for Title I and other federal programs; atteding professional meetings.

#### POSITION RESPONSIBILITIES

Provides leadership in the use of instructional media by teaches and others.

Plans, designs and produces graphic materials-films, charts, transparencies, handbooks, slides, tapes and printed materials.



# POSITION RESPONSIBILITIES

Provides the following services:

- a. Design consultant
- b.Production consultant
- c. Artist
- d. Photographer
- e. Audio specialist
- f. In-service training, as appropriate and required

Operates or directs operation of necessary technical equipment in the production of media.

Assists in the research and evaluation of media programs.

Provide assistance in the utilization of in-school television for the district.

Maintains and directs operation of graphics and duplicating processes.

Serves as support person for Title I as a media specialist and as a producer of media as requested by Title I staff.

Performs other duties assigned by Director-Instructional Media or the Superintendent of Schools.

#### B-CONTINUED POSITION TITLE

CLINIC READING SPECIALIST ESEA -TITLE I

### BASIC FUNCTION

Is responsible for advanced remedial reading diagnosis and correction of pupils 2 - or - more years below their reading expectancy, as verified by Child Study psychologists. This includes special programs agreed upon between Project Staff and two local institutions for neglected children. In addition to assisting clinic pupila, special classes will be held at Our Lady of Charity School for Girls. One Specialist will serve half-time, as Title I chairman.

### WORKING RELATIONSHIPS

Reports to

ESEA-TITLE I CHAIRMAN
Directors of Elementary and Secondary

Staff relationships

Assistant Superintendent+Instruction
Principals of Clinic Children
Child Study department
Director of Federal Programs
Principals of Parochial Clinic Children
Principal-Our Lady of Charity School-Girls
Principalof St. Josephs Home-Boys

# SPECIAL QUALIFICATIONS OF THE POSITION

Wisconsin certification as Reading Specialist; ability and training for working with problem learners; capacity for diagnostic reading counseling.



#### POSITION TITLE

CENTER TEACHER ESEA-TITLE I

#### BASIC FUNCTION

The ESEA-TITLE I staff person within each Target school serves as an extension of the classroom teacher by providing leadership in compensatory enrichment activities designed for disadvantaged children within the school, to include eligible Parochial children within that schools district boundaries. One such person will also be designated to operate as part-time Remedial Reading center at St. Joseph's Home for Boys. A separate position will be a part-time vocal music teacher at Our Lady of Charity School for Girls.

### GENERAL CHARACTERISTICS

Recruited by

Director-Personnel

Appointed by

Director of Elementary or Secondary, as appropriate

Term of appointment

One Year

WORKING RELATIONSHIPS

Reports to

Building Principal (s)

Staff relationships

ESEA-TITLE I Chairman
Director of Bederal Programs
Classroom Teachers
Parents and Community
Directors of Elem. & Secondary
Assistant Superintendent of Instructionk
Director Research & Development

# SPECIAL QUALIFICATIONS OF THE POSITION

State certification related to teaching reading and grade level, plus ability to be lead School-Home enrichment activities of Project objectives

# POSITION RESPONSIBILITIES

Assigned to all but one of the elementary target shhools will be a project specialist. Of great importance to their success are classroom teachers. To them, the E.S.E.A. Title I specialist will become an extension of their own instruction. This center teacher's training is not only in remedial reading but also in enrichment experiences and psychomotor skills for disadvantaged children. In addition, this person works with disadvantaged parents, helps to organize as well as participate in inserbice programs, individually prescribes instructional material for students with in the classroom, and fulfills the roles of consultant and diagnostician. This Title I person has a specially equipped center in the building and workds in 1-5 small group situations. This person also works with classroom groups where building staff members feel they nee the most help.



POSITION TITLE

HUMAN RELATIONS COORDINATOR NICOLET ELEMENTARY

### BASIC FUNCTION

The ESEA-TITLE I staff person at Nicolet Elementary school will assist parents and school staff to understand how they can work individually and together, forming family and school ties., capable of helping each child understand himself and his world. Thus, each child can find his won place as a free individual in our society.

#### GENERAL CHARACTERISTICS

Recruited by

Director of Personnel

Appointed by

Director of Elementary

Term of appointment

One Year

# WORKING RELATIONSHIPS

Reports to

Building Principal

Staff relationships

Assistant Superintendent-Instruction Director Research & Development Directors of Elementary-Secondary ESEA-TITLE I Chairman Director of Federal Programs

Classroom Teachers Parents and Community

# SPECIAL QUALIFICATIONS

Adaps to flexible schedule, as 2:00 P.M. - 6:00 P.M. evenings; has background working with community groups; understands compensatory education; experienced in activities for Children and youth; trained in Sociology, Psychology, Education; Personality is warm, relates well to people of all ages, controls his knowledge, enjoys organizing, but is not a "missionary type".



# PROPOSED ROLE RESPONSIBILITIES

# CLASSROOM TEACHERS-DISTRICT

Duties and responsibilities listed below are implemented through the unit, leader, department head and/or principal.

#### A. Personnel

- 1. Selection of Administrators and Supervisors
  - a.Suggest criteria for qualifications
- 2. Selection of teachers and non-professional personnel
  - a. Suggest job specifications
  - b. Report, known candidates
- 3. Assignment and Transfer of Teachers and Non+professional Personnel
  - a. Request transfer of assignment
- 4. Orientation of New Teachers and Non-professional Personnel
  - a. Assist in orientation plans
- 5. Development of Criteria for Evaluation of Performance
  - a. Advise Evaluation Council* on evaluative criteria
- Evaluation of Performance
  - a. Compare self evaluation of Teacher performance with administrativesupervesory staff evaluation
- B. Management Business
  - 1. Budget Preparation-Instructional and Non-Instructional Items
    - a. Indicate instructional and non-instructional needs.
  - 2. Purchase Procedures-Material and Services
    - a. Submit requests
  - 3. Accounting Procedures for Funds, Supplies, and Equipment
    - a. Report accounting for, supplies and equipment
    - b. Report student funds to be collected to the school office
  - * to be established



- 4. Maintenance and Operations Procedures for Buildings and Equipment
  - Report needed repairs and replacements
- 5. Administration-Management-Business
  - a. Suggest improvments in forms, procedures, etc.
- C. Management-Instruction
  - 1. Pupil Accounting
    - a. Administer pupil accounting procedures for assigned pupils
  - 2. Selection of Textbooks, Tests and other Instructional Aids
    - a. Indicate need for opening adoption
    - b. Suggest selection criteria
    - c. Indicate preferences for final selection to the curriculum committees
    - d. Suggest preferences for professional materials
- 3. Schedule making
  - a. Suggest policies, preferences and parameters
  - b. Where appropriate given the schedule, design instructured time to meet needs of total school program
  - c. Recommend schedules of special subject teachers to best support individual school schedules
- D. Instructional Process
  - Quality of Instruction-Teacher

The effective teacher will:

- a. Vary instructional methodology to provide for individual differences by:
  - (1) Providing for student involvement
  - (2) Providing for differentiation in assignment, texts, resources, groupings, etc.

- (3) Utilizing different instructional techniques such as large groups, small groups groups, laboratory to further individualization where appropriate.
- b. Present the curriculum (subject) in such a manner to assure
  - (1) Course objectives are clearly defined to meet individual needs.
  - (2) Instructional objectives are clearly stated so that the learner understands them.
  - (3) Lesson plans are well developed and meaningful.
  - (4) Preparation and presentation are effective.
  - (5) Individually guided instruction is provided.
  - (6) Total district and school guidelines and philosophy are implemented.
- c. Establish a classroom climate to encourage and to aid the learning process by:
  - (1) Maintaining student centered, yet teacher directd learning experience.
  - (2) Becoming directors, rather than dispensers of learning.
  - (3) Providing leadership and control to promote learning.
  - (4) Using tact in relating to students, parents and supportive staff.
- d. Select and use instructional materials and media to implement the learning process such as:
  - A.V. materials and instruments
  - (2) Student displays, where appropriate
  - (3) Teacher displays, where appropriate
  - (4) Multiple texts, resources or redource persons.
  - (5) Physical classroom facilities, bulletin boards, laboratories, etc.

- e. Evaluate the learning process in such a manner to accentuate individual progress using a variety of techniques such as:
  - (1) Varied assignments.
  - (2) Individualized tests, where appropriate, based upon clearly stated course objectives.
  - (3) Varied questioning techniques
  - (4) Multiple methods or means to encourage continuous progress.
- E. Improvement Activities-Personnel and Program
  - 1. Evaluation Procedures of the Instructional Program
    - a. Assist in evaluation prodecures
    - b. Süggest evaluation procedures
  - 2. Building and Classroom Visitation by Principals and Supervisors
    - a. Suggest policies
    - b. Indicate when visitations are desirable
  - 3. Committee Work
    - a. Suggest policies
    - b. Report reactions to a committee puppose, structure, and operation.
  - 4. Experimental (Research) Activities
    - a. Suggest Policies
    - Submit research proposals to the research committees
    - Direct approved research activities
  - 5. Outside Consultants
    - Suggest policies
    - b. Suggest consultants needs and personnel
    - c. Request consultants when desired
  - 6. Non-Teaching Professional Activities
    - a. Suggest Policies



- b. Suggest practices including within-system visitations
- F. Plans and Implementation
  - a l. Long-Range Instructional Plan and Implementation
    - a. Suggest Policies
    - b. Suggest long range goals
    - 2. New Buildings
      - a. Recommend educational specifications upon request
- G. School-Community Consolidations
  - l. Public Relations
    - a. Report accurately all aspects of the instructional program
    - b. Support the implementation of good public relations both on and off the job.

#### POSTTION TITLE

# CENTER AIDE-ESEA 117LE I

### BASIC FUNCTION

Assists Center Teacher to set up and maintain individualized situations designed to provide compensatory experiences to disvantaged target area Children.

### WORKING RELATIONSHIPS

Reports to

Project Center Teacher to whom assigned

# SPECIAL QUALIFICATIONS

lraining and experience equal to standards required for district personnel office employment as aides at the hourly mate and schedule; as well as qualification under district health requirements.



Secretary I Miss Sue Collins

As secretary to the director of federal programs, this three-fourth time position requires several skills and responsibilities. She must be able to keep in mind the various reports of Title I programs and their due dates. This also involves a working knowledge of the district's administrative and clerical routines as they affect, and are affected by, the Title I program to theend that requisitions and expenditures may be expedited correctly. The position also requires the skills of shorthand, electric typewriter, and adding machine.

Bookeeper Miss Peggy Heise

The little I bookeeping position requires a careful application of book-keeping and regulations. Funds must be accounted for according to budget allotments as established by each annual project. Accurate reporting of expenditures and salaries as indicated by periodic report forms and district payrobl procedures shall be assured by the bookkeeper's recording and processing. These are based both upon administrative methods and procedures of district's business office and state little I offices.

General Secretary-Federal Programs Mrs. Agnes Martinkovic

Assigned to the Administrative office of Federal Programs, this half-time position requires general clerical skills, as follows:

Compilation of bookkeeping documents

Operation of general office machines

Maintenance of ESEA-TitleI inventory equipment both district-wide computer

Lists and reference breakdowns.

Assistance with inservice programs and special meetings

Coordinate book and materials inventories with district librarians and project staff

Assist with special needs of project Administration.

General Secretary

Mrs. Fay Ihde

Duties: Assist the Reading Clinic Teachers

- a. Check out library books for children attending clinic
- b. File materials and tests for reading clinic
- c. Type correspondence and reports for the reading clinic

Assist the Title I Chairman, as follows:

- a. Type correspondence and reports
- b. Check out reading instructional materials to centers
- c. Provide typing and duplicating service to center teachers

B-Continued

Instructional Department Clerk-Typist Barbara Carriveau

This half-time position, responsible to the Project Graphics Specialist, provides typing and clerical assistance in those areas of the total media program affected by the Title I, ESEA, program.

When not serving project media needs, Miss Carriveau will be located at a working site to be made available in the ESEA-Title I project area, Christ Episcopal Church annex. Here she will work under overall supervision of the ESEA-Title I chairman. Her primary responsibility here will be to assist the new adult volunteer coordinator with our pilot tutoring projects at both East and West senior high schools.

C. Approximately 10% of this project's budget will go towards inservice education. Drawn from needs assessment sessions last spring, there are twelve separate training topics already suggested. Of these, six will be carried out to strengthen both staff, youth tutors, and adult volunteer tutors. The other six, all suggested by parents and staff, will be verified through a target area survey in September, this survey to test the continuing priority of these topics, as well as new possibilities for 1972-73.

All of the twelve inservice topics, listed below, are planned and budgeted for. In this manner, they can either be implemented as desured or else substitutions made with the least adjustment to the fiscal planning required.

# *Required for Staff

Orientation-Adult Vol.Tutors-East 10th Gr. Aug. 31st

Creative Dramatics Title I Staff, et al Aug. 31

Adult Volunteer Tutors 20 hr. workshop October

YTY
West-Trees for Tomorrow
September

Creative Crafts ESEA Title I

Parent Involvement ESEA-Title I

# ## To Verify or Develop by September Survey

Bldg. better Self-Concept Adults Jan.21 -April '73

Kodaly Music Program for Reading Keller staff, Title I,& parents

Emotional Involvement of the Troubled Person

Staff, Title I, Parents

Creative Crafts for Parents Parents

Better Growthing Assemblies Girls and Parents Boys and Parents

Human Relations-Teaching the
Disadvantaged
Target Area Staff, Title I Staff
Advisory Council

**All inservice programs have plans and budgets completed, ready for implementing, additions, or deletions, as indicated.

#### 5. PROGRAM

#### A. FROM NEEDS OF CHILDREN A PROGRAM OF INSTRUCTION

Each new ESEA - Title I project, now based upon the July 1 - June 30 fiscal year, is planned from "scratch." Parents, principals, Title I staff, even the reactions of children in the program have constantly added ideas for making experiences more relevant to children. During six earlier programs, these suggestions have improved the program in terms of project children's ability to succeed in school.

Each year, however, it has meant a complete reevaluation of the current program in order to improve the next one. Thus, each year, the project goals have changed or increased. During the 1971-72 term, we had twenty-three different objectives to be carried out through more than thirty separately evaluated sub-projects. This 1972-73 program, in similar fashion, will have twenty-four objectives and twenty-four sub-projects, apart from in-service workshops, to be separately evaluated. This will be expanded as necessary.

Twenty-six staff members, two fully district paid, five in part, will carry out the 1972-73 project. Of these, four represent one administrator and three clerks, all on a part-time basis. All the rest, including the district paid chairman and a half-time media specialist, will work directly among children and parents in the project. Administrators of the project will be centered at the Board of Education offices, City Hall. All remaining activity, representing more than 90% of the total grant costs, will take place at all of the following nineteen sites.

LEASED SITES	ELEMENTARY		SECONDARY	INSTITUTIONS
Instructional Service Center, Bd. of Ed.  Clinic, Diagnostic and Remedial Reading, Board of Education Annex (Christ Episcopal Church School)	Jefferson Fort Howard Norwood	Roosevelt Whitney Nicolet F.D. Roosevelt Cak Grove Wequicck	West High East High	Our Lady of Charity School for Mirls St. Josephs Home for Boys

Disadvantaged children of private schools, whose homes of residence are within the district areas of any of those public schools with comparable grade levels, will also take part where their needs are expressed in the project.

ERIC Foulded by ERIC

The grouping pattern of this project allows for the greatest possible contact between the project's activities and those to take part. Each of the schools, for example, as well as the clinic, will have at least one person assigned to it from the project staff. Each such person will be responsible, with school principals, for project activities carried on there. The project's half-time media specialist will work with all staff, children, and parents involved. At the same time an ESEA - Title I council, with a majority of parents from the target schools, will advise the Board of Education, through the school administration, on further project improvements for children in the project. This will help to avoid duplication of project and regular district activities.

experiences for the participating students, parents and Title I staff. The program description that follows is outlined by academic levels as set forth in the application. In actuality, the students will progress individually in an ungraded manner. Activities listed are generally for children at the levels shown, but all the experiences may not be necessary for every child. Instead, it will be the responsibility of the Title I staff to select those appropriate for each child in the program.

The outline below starts with preschool children and concludes with adults—a spectrum including all ages beyond infancy. Thus emphasis at the early elementary is for academic success while adult work is in the whole area of parent involvement. Reporting this ESEA Title I program in complete detail would require repeating all objectives, needs, and planned activities to include specialists, parental involvement, and inservice plans for each academic area. Instead, we will provide here an overall summary of the project activities.

The program needs different instructional techniques. Title I students need specialized programs that are new. They cannot match or supplant district programs. Also, they are meant for individual children. Accordingly, then, activities are innovative and in addition to regular district programs. Because of the newness of some program needs, this project will also include several pilot activities to test ways of satisfying these in terms of school programs. These will also allow us one year



4

to judge how these work with a few children before offering them to all children in the Title I program.

- A. PRE-KINDERGARTEN PROGRAMS NOT PROVIDED WITHIN DISTRICT PROGRAMS

  There are such pilot programs at two target elementary schools assigned for the school year 1972-73.
  - 1. Howe elementary school's pilot program centers its activities around motor coordination, and visual perception (psychomotor area under objectives.)

    The goal is to develop such skills necessary in order for children to be successful in later learning situations. The need for such a program was identified by parent council members and staff in their preplanning sessions. This program has three parts:
    - a) "Water Babies" program, ten consecutive lessons in getting children, ages 3-5, accustomed to the water and learning the proper movements for swimming, at the YWCA pool.
    - b) The development of auditory, visual and motor coordination among children, ages 3-5, of the Howe District. To be held at Howe Project Center with the Center specialist.
    - c) Arts and crafts lessons for Howe area children, ages 3-5, as developed and taught by personnel from the YWCA.
  - 2. Tank elementary school will continue the second year of a two-year pilot study involving four year olds. To meet the needs of the program the four year olds attend four half-day class sessions per week. The activities for the program are specific and concrete, using small groups, large groups, and individual situations. This allows each child an individualized program for maximum development of his natural abilities.

The activities center around three different kinds. They include development of positive self-concept (Affective), increase in vocabulary, and basic concepts (Cognitive), and in further development of body coordination (Psychomotor).

The activities involve use of school settings, visits around the neighborhood and larger community, as well as how to interact with others, how to learn



- 2. cont.
  and develop skills that will ensure future success in school.
- 3. Along with the continuing four-year old program, above, Tank elementary will again provide additional learning experiences for younger children, ages 2-3, and their parents, through a second pilot study. It will involve parents, the Title I center specialist, and the kindergarten teacher in demonstrations of pre-school child care. It will be implemented in two general ways:
  - a) home visits by center specialist
  - b) having these younger children attend classes separately in the kindergarten room one-half day a week. Parents will accompany their children
    for these demonstrations of pre-school child care. (This program is
    included later in Section E. Adult programs, but bears mentioning here
    as a specific pre-school related to new pilot programs).

In addition to the Howe and Tank elementary programs for pre-kindergarten children, all other ESEA Title I target schools will also be encouraged to increase their own parents' involvement. This is evident in other directions the 1972-73 in-service education program is taking. While Specific inservice education workshop topics, 1972-73, will be included in a September survey to participating ESEA Title I parents, teachers in all the target schools and the Title I staff. Some parent in-service possibilities suggested during our spring needs assessments were:

- 1) "Parent Creative Crafts Inservice," with Martha Harvey as consultant.
- 2) "Emotional Involvements of a troubled child," with a representative of the child study department as consultant.
- 3) "Creative Dramatics Inservice," with Karen Prevetti of Next Door Theater as consultant.
- 4) "Parent Involvement Inservice," with Jerry Downing as consultant.
- 5) "Human Relations," with Alex Molnar and Will Roy as consultants.
- 6) "Grooming Assemblies in Target Schools," with Mrs. MacGoren as consultant. Each workshop suggested above, has been budgeted and planned in the event they are



requested by the survey.

The needs which determine the necessity for these pre-school pilot studies are similar and are centered around the children's need of developing a positive child self concept, growth of social interaction, development of knowledge and backgrounds needed for learning success in school situations, and the development of bodily coordination skills to further enhance learning ability. These are more fully outlined in Section 2, Needs Assessment. Though needs are similar from school-to-school, each such school area often requires slightly different projects to reach the same goals or objectives. Within the Howe school district, for example, is the YWCA which, Site for therefore, becomes a logical extension of the school program. A similar type of activity for Tank elementary, however, finds transportation a problem. So, within the area of pre-school education, various programs have evolved because of such differences within individual school communities.

Supporting both the inservice and pilot pre-school programs are the services offered by various specialists available within the district and through Title I funds. Such specialists include the half-time Instructional Media Center Specialist, who will give assistance in the area of audio-visual media and equipment, and members of the child study department, including school social workers, who are all district personnel. Their exact roles are not yet specifically designed as the 1971-72 Title I inservice programs are still in the developmental stage. Their services will be included as identified by the September inservice survey and needs of the various programs as they are implemented during the 1972-73 school year.

As with the similarities in needs, objectives, and planned activities, the evaluation tools also have common areas. Each pre-school project's evaluative tools, for example, involve parents, students, and Title I teachers. While the rating forms may differ in wording, the overall form will have a subjective rating scale for pre-rating students before their training. Another, for the end of their training, will be compared to a child's pretest,

One exception in such evaluating is in the four-year-old Tank project. While it also uses rating forms, a comparison study will also be completed in May, 1973 using



the Metropolitan Readiness Tests, as follows: Pupils in Tank's 1972-73 kindergarten will have also attended last year's four-year-old sessions. The Metropolitan Readiness Tests given to them in the Spring of 1973 will, therefore, be compared to the results of the same test, given last spring, to students in the 1971-72 kindergarten class. These later would have received only one year in kindergarten, without the advance four-year-old experience. The study will compare overall results as well as specific areas. We hope to see whether the 1971-73 kindergarten class, with a year's previous experience in the pilot program for four-year-olds, displays an advantage over the 1971-72 kindergartners who had no such pre-training.

# B. KINDERGARTEN PSYCHOMOTOR PROGRAM NOT PROVIDED FOR IN DISTRICT PROGRAMS

A 1972 summer workshop for target school kindergarten teachers stressed how to teach manipulative and body coordination activities. The workshop, two weeks in length, used Tank elementary five-year-olds as subjects for actual teacher practice skills. Activities were centered around a plan using five units dealing with visual perception and body coordination skills.

Follow-up activities for the kindergarten teachers involved in the workshop will include construction of behavioralized objectives and activity lists. These will become a 1972-73 psychomotor program for the target school kindergarten programs. The teachers will next field test the objectives, activities and evaluative tools during the 1972-73 school year. They will then make necessary revisions in the spring of 1973, with the goal of implementing the program district-wide if it proves successful.

Parents were involved in this type of training last year through in-service programs. Some were led by Dorothy Krause, La Crosse, whose demonstrations in areas of body coordination and visual perception skills. Also two pre-school psychomotor workshops were held at Howe elementary and at Oak Grove elementary schools. Plans now are to include, during 1972-73, kindergarten parents who can provide follow-up at home. Details will be worked out by the participating kindergarten teachers, and their parents in September, 1972.



Specialists involved in the workshop include William Sterret, Physical Education Coordinator for Green Bay elementary Schools. He will continue working with this ongoing program, in an advisory role, during the 1972-73 school year. Other specialists, such as from the child study department, will become part of the program as such needs are identified during the school year.

### C. LEVELS 1-6 PROGRAMS NOT PROVIDED FOR IN THE DISTRICT PROGRAMS

Participating students in ESEA Title I schools will be involved in various activities within the school setting. The identified students will meet with a project specialist in their school's project center, on a scheduled basis. In the cases of Oak Grove and Norwood Schools, Pilot programs in Youth Tutoring Youth (YTC) are planned. Later elementary pupils of the schools will tutor younger children. At Lincoln Elementary School, however, Youth Tutors will come from West High. Other innovations are also planned for 1972-73. A reading clinic will continue to provide to later Elementary Pupils disgnostic and remedial help. In addition, music lessons, creative Dramatics lessons, attendance at Children's theater productions, 4-H camping, and special programs at both Our Lady of Charity and St. Joseph's Home for Boys are included. These programs are innovative not only in organization but also in the methods and techniques used by the staff personnel involved in the program.

Within the center programs at the target schools several goals are established:

- 1. Growth in the area of positive self-concept through cultural and social experiences that are relevant to reading awareness and include interaction with family and community. (Affective objective)
- 2. Use of language arts experiences to improve oral and written communication skills. (Cognitive objective)
- 3. Students who are identified as needing training in body coordination skills will be involved in a program that will develop skills in body coordination and perception. (Psychomotor objective)

Activities designed to fullfil these goals or objectives are grouped around three areas and include:

#### 1. Centers

1

- a) various approaches to develop confidence in communicating and interacting with others such as role playing.
- b) using AV Media to further develop vocabulary and muscular skills in manipulating AV equipment.
- c) development of materials to make film strips.
- d) developing the ability to record one's thoughts either by tape (cassettes, video taping), writing (poems, stories, plays), or orally (discussions).
- e) individually developed programs to overcome weaknesses in any diagnosed areas.

#### 2. Schools

- a) Creative dramatics or creative movement lessons within the target schools. The classes will be in six week sessions and will include 15 identified ESEA students. The classes, after-school, will be under the supervision of the Next Door Theater creative dramatics teachers.
- b) Continuation of the pilot music program for a second year. The goals include dexterity with instruments, ability to play to parents, ability to read basic music as well as those listed for levels 1-6 center.
  - 1) Use of symphonettes at the later elementary level within the target schools. The music teachers instruct identified classroom teachers who are interested in using the symphonettes within their classroom activities. (A September 1972, survey will be completed to identify these teachers for the 1972-73 school year.)
  - 2) Two elementary schools will each have access, also, to five ukeleles.

    During the 1972-73 school the Helen Keller Elementary will be one school selected for this phase of the pilot program. The emphasis in this open-concept school is in the fine arts, and this will be a



2) cont.

supplementary program developed to further enhance the students awareness of fine arts.

#### 3. Community

- a) Various field trips within the school community and in the area of the total Green Bay community.
- b) 4-H summer camping program at Camp Bird, Crivits, which involves level 4-6 students for one week.
- c) Next Door Theater trips to see the plays performed by various groups under Next Door Theater auspices.

The Reading Clinic's goals (objectives) are also related to improving self concept and enhancing reading achievement. However, its means are somewhat different. The clinic serves later elementary children who have serious reading deficiencies. When a student is selected to attend the clinic a set of diagnostic tests are run on him to determine his exact reading problems and strengths. When these are identified the clinicians then develop individual remedial plans to alleviate the deficiencies.

In the case of our project's Instructional Media Center, there are two goals (objectives) dealing with Audio-Visual Media.

- 1. Use of the Instructional Media Center Specialist to assist Title I staff in further developing communication skills and muscular dexterity in operating AV equipment in participating Title I students.
- 2. Development of several AV projects by center specialists and students with assistance from the IMC specialist:
  - a) a video-tape production
  - b) a super 8mm color film or 35 mm filmstrip with narrative
  - c) set of pictures illustrating the 1972-73 ESEA Title I project in each center and the clinic.

Included in this grade 1-6 (early and later elementary) level is a program at St. Joseph's Home for Boys. The grades represented there include 4-12. The program is basically self-concept building, with use of Title I funded field trips and social



interaction experiences. The field trips are set up to deal with classroom activities and real-life situations.

Across town at Our Lady of Charity School, is another program, grades 7-12, also with the goal of self-concept building. Its title I program includes group folk singing, guitar groups, vocational reading, and other such activities as enhance positive social interaction. The program is taught by a music teacher, hired part-time by Title I, and a part-time reading specialist provided to the project by the Green Bay schools.

The needs for these varied and numerous goals and projects center around a general need among disadvantaged children, for:

- 1. A positive self concept
- 2. Ability to communicate in oral and written language and in verbal and non-verbal situations.
- 3. Development of muscular coordination skills necessary for learning.

  These are the basic outline of needs. The more specific needs are listed in section 2 under Needs.

Parental involvement is used in varied ways at both early and later elementary.

Parents of project children will have numerous contacts with the Title I staff through activities that include:

- 1. conferences
- 2. home visits
- 3. assistance in chaperoning on field trips and for Next Door Theater plays
- 4. use as aides to help with certain projects in Centers
- 5. attendance at student presented programs in music
- 6. use as resource people in areas of careers, skills, hobbies, etc.
- 7. assistance in 4-H camp activities
- 8. completing forms such as subjective rating scales on own children attending the center or clinic
- 9. member of parent council

The Title I inservice education workshops will also include parents of children at both early and later elementary. The September survey to be sent to parents, teachers



of target schools, and Title I staff will select the inservice workshops. The choices will include, in addition to those for pre-kindergarten, kindergarten, and adult, the following possiblity for Helen Keller School's fine arts emphasis:

1. hodaly Inservice relating music to reading by Norbert Ecker, (consultant)

Both the graphics media specialist and elementary music are written into these
levels, too. The assistance of other specialists available within the district will be dependent, again, on the identification of a need that requires such a person. At this level, the program is open-ended so that any needed specialist may be included within the program as need is identified.

Evaluation is also developed by various means. To measure growth within the program, pre-and-post tests are given. These rating forms include subjective rating scales of attitudes to be completed by students, parents, music teachers, classroom teachers, and Title I staff. Along with the subjective tests of attitude are several standardized tests in the area of reading and in muscular skills. Unlike the subjective ratings, these test specific pupil skills. Between the pre-and-post test both subjective and standardized, continuous evaluation takes place. Teacher observation, parent teacher conferences, Reading Skills checklists, all of these will also be used to assure that children are being taught effectively in the Title I activities.

## D. TENTH GRADE - YOUTH TUTORING YOUTH AND ADULT VOLUNTEER TUTORS PROGRAMS

The programs at this level concern sophomores from both East and West high schools, pupils of Lincoln and adult tutors. It is a two-part tutoring program using twenty-five disadvantaged sophomore students from each high school. The twenty-five students from west high will tutor identified project students from Lincoln elementary, while the twenty-five students from East high will, themselves, be tutored by adult volunteer tutors. The goal, for student tutors and pupils, alike, is to improve self-concept. In addition, oral and written communication techniques, as well as rules for written English, language arts experiences, will have an emphasis on remedial reading. All these activities will be developed in training workshops (malwing both high school)

Various specialists are available for their assistance as the program developes and needs arise. Evaluations of these projects will consist of subjective rating scales completed by parents, students, teachers, and adult tutors involved in the program. Standardized and other non-standardized tests to identify reading levels and problems, as well as teacher-tutor lists will also be incorporated into the program.

Parents will be involved in these evaluations, too. Through rating their children and in conferences with teachers to discuss any positive gains seen by the tutoring situation, parents will help evaluate pupils' tutoring. They will also be included in the inservice education workshops (already presented under pre-school level and levels 1-6).

# E. ADULT PROGRAMS NOT PROVIDED FOR BY THE DISTRICT

There are several programs involving adults, with objectives for increased parent involvement, greater understanding of young children, school-parent interaction, and improved understanding among parents themselves. The specific parent programs include:

1. Pilot Project at Tank Elementary

The goals for this program are basically changing and improving the understanding parents have about their children and the importance of school-parent interaction for them and their children. The center specialist is the catalyst for these experiences developed to fullfil this goal. She will schedule time during her weekly program to make more extensive home contacts. This scheduling, as well as results in the change of parent's attitudes will be studied to see if the program should be extended to other centers. This is the second year of a two-year study, and results will be carefully evaluated in the spring of 1973.

2. Pilot Project--Nicolet

A part time professional person will be hired to organize selected parent education experiences. These experiences will be utilized so parents will demonstrate an improved understanding of themselves, their children, their neighborhood school and their school community. Activities to reach these



- 2. cont.
  - goals (objectives) include parent participation in inservice educational workshops, working as volunteer aides in classrooms as requested, and various methods of social interaction such as pot-lucks, school dinners, block clubs.
- 3. Survey to assess priorities and types of 1972-73 inservice education activities. The survey, in September, will list all of the inservice education topics suggested for parents during 1972-75. The parents, classroom teachers of target schools and Title I staff will complete the survey. Plans will then be developed to fulfill the expressed adult inservice education needs for 1972-73 school year.

These parent involvement projects are only one part of the parent education program developed for the 1972-73 school year. Other phases of parent education include:

- 1. Inservice education workshops that will:
  - a) stimulate parents and Title I staff to increase and improve interaction between school and home.
  - b) increase understanding between parents and children.
- 2. Various school-home contact (listed under levels early and later elementary programs).
- 3. Information for members of ESEA-Title I council whose aim is to assist in developing projects that will alleviate the needs of the students involve).
- ii. Different target school approaches dependent on activities and ideas of each center specialist for reaching the adult program goals:
  - a) informal get-together with coffee to discuss various topics of interest
  - b) mootings in homes to discuss problems that may surface
  - e) open house type of parent conferences where no schedules are used and parents drop to talk and have coffee.

The needs for parent programs are basically self-concept motivated: to improve positive self-concepts of parents, children and teachers (target schools and Title I staff) in social interaction situations.

Specialists, such as the IMC Graphics Media Specialist, are included in various aspects of the parent involvement programs. The other specialists such as School Social Workers and Public Health Nurses will be included as their services are required.

Evaluations of adult inservice programs will differ as to wordings, but they use a structure similar to the subjective rating scales for other project phases. They will also involve all people involved in the program - children, parents, and Title I staff. No objective tests, however, are planned.

#### 6. PROCESS EVALUATION

#### PROCEDURES FOR PROCESS EVALUATIONS

Continuous evaluation of the students is an integral part of our ESEA Title I program of 13 centers and 1 remedial reading clinic. The pre-test forms that are given (see Evaluation Design Outline) are utilized as diagnostic tools. Example: The Gates Mc Cinitie Reading Survey gives us silent reading scores in the vocabulary level, comprehension of pictures, sentences and paragraphs as well as use of phonetic elements such as beginning and ending sounds and other word attack skills. Furthermore it is an indication of how a child reacts in a timed test situation and in a situation that has potential frustration due to existing reading problems.

Using information from all of the pre-evaluation tools the teachers then develop individual plans for the students to fulfill the needs identified by this diagnostic approach. These individual plans are then worked into the identified needs of the total Title I program as defined by the behavioralized objectives and the activities listed to fulfill these objectives.

Continuous evaluation begins at this point - after the individual students plans are organized. Various methods are utilized throughout the year to obtain the information needed for continual evaluation. The methods discussed are used in all of the Centers and Clinic.

Built into our program are the 12 week monitor system which are checks for the Title I personnel to see if they are completing the objectives as stated and utilizing the suggested lists of activities. The monitor systems indicate content and methods that are possible areas for identifying student progress as well as personal progress in the stated needs of the individuals and the objectives.

while the monitor system are more specific for the Title I personnel to evaluate their commitment part in the program the reading skills checklists (included in the area of Cognitive Objectives #2) are student directed. These are utilized throughout the year to check off progress in areas listed. Teacher-made checklists are developed to insure mastery of each skill on the lists. At this time the checklists are developed

by the individual teachers. Sources for the checklists included materials by Botel Simpson, Kephardt, Phonics Survey by SRA, use of teacher made materials, Dolch and/or Fry word lists. These checklists are individually checked and are left in folders on bulletin boards. The children place the stars on themselves and the teacher has an accounting feature easily available to her/him.

Along with the checklists are the anecdotal records kept by the teachers and utilized for reasons such as 1) parent conferences, 2) background information to better understand the child, 3) necessary information to include if referrals to other agencies become necessary, 4) unusual incidences which may indicate the need for further diagnostic work with tools such as the telephnocular for vision coordination checks. Leavall Eye-Hand Coordination test for more information on motor coordination at the eye-hand level, Durall or Stanford Diagnostic Surveys for phonetic skills knowledge, Frostig Test of Visual Perception to identify weaknesses in spatial relations, figure ground, etc. The information gleaned from this anecdotal record is then used to modify the individual student's program if needed.

Continuous observations by the teacher of the child's reactions in small groups is also used in evaluating the student's progress. Close observation of how he sees himself in relation to others aids in diagnosing self-concept needs. Therefore, the continuous observation will denote any changes in group situations - positive or negative. These changes can be termed results of evaluating by observing. Modifications can be immediately made by the teacher in the individual's program when identified by observation.

All of the methods discussed are further utilized during parent contacts, whether by home visits, telephone calls, notes sent home and/or parent conferences at school. The information obtained from the previous methods enables the Title I teacher to communicate the child's needs, weaknesses, strengths and gains more easily to the parents. Parent contacts enable the teacher to identify other needs and progress made and if necessary to further modify the child's individual program. Parent contact is important for reasons such as self-concept improvement, understanding of the Title I



program, acceptance of their child's needs, knowledge of their child's program developed around his specific needs.

Teachers use the information gained from parent contacts as part of the total picture of evaluation in the individual child.

From these types of continuous evaluation tools the teachers can identify students that are able to be phased out of the program due to reaching their goals of fulfilling specific needs as well as the projects goals.

Post testing occurs at two time intervals. 1) When a child has been identified as fulfilling his individual program and can be phased out of the Center or Clinic.

- 2) End of the year testing to define the progress made throughout the year. The end-of-the year post testing includes all students and gives the teachers different information:
  - 1) amount of progress made by the individual student from the beginning of the school year to the end.
  - 2) average amount of reading progress made students in each center.
  - 3) average amount of reading progress made by all Title I students participating in the program.
  - 4) improvements in self-concept areas from pre to post ratings.
  - 5) gains made by individual students in psychomotor areas.
  - 6) improved parent-teacher relations due to parents involvement activities.
  - 7) identifies the needs still existing in students! learning developments and in self-concept areas.
  - 8) feeds information as to needs and modification necessary in the next years Title I ESEA program in areas of objectives, activities and evaluation tools.

# (6) Evaluation Design

1) Parent's Home	(Affective - 4 year old	- Tank) Pre and Post	Title I students placement at the end of the project as compared to their placement at the beginning of the program.
			of the program.
			·.
	:		1
			4
2) Teacher Observation 5 Scale		Pre and Post	Ibid
	γ*-		
	-		
	Affective - Allied Arts Grades 1-6	Pre and Post	Title I students placement at the end of the project
			as compared to their placement at the beginning of the program.
	·		

Name of Instrument	Population	Baseline Data	Design -\
4) Student Self-Check Up	Grades 1-6	Pre and Post	Ibid
5) Reading Interest Inventory	Grades 1-6	Pre and Post	Ibid
6) Classroom Teacher Observable Behavior Subjective Scale	Grades 1-6	Pre and Post	Ibid
amplective acate			
7) Center Teacher Observable Behavior	Grades 1-6	Pre and Post	Ib1d
Subjective Scale			
8) Teacher Rating Scale of Pupil Appreciation	Grades 4-6	Pre and Post	Ibid
	* .		
9) Project Camp Cabin Counselor Rating Scale	Grades 4-6	Pre and Post	Ibid
ocate			
			•
O) Evaluative Instrument	Clinic students Grades 1-6	Pre and Post	Title I students placement the end of the project as compared to their
			placement at the beginning of the program
o puth Tutoring Youth	(Affective - Youth Tute Grades 1-6 Oak Grove and Norwood	ring Youth - Elementary) Pre and Post	Ibid

Name of Instrument	Population	Baseline Data		Design
12) Center Teacher Subjective Rating Scale of tutor and tutee	(Affective - Youth Tut Grades 1-6 Oak Grove and Norwood	ering Youth - Elementary Pre and Post	Ibid	
13) Student Self- Rating Scale	(Affective - Self Conc St. Joseph's Home for Boys Grades 4-12	ept - St. Joseph's Home Pre and Post	for Boys) Ibid	
14) Observable Behavior Teacher Evaluation	St. Joseph's Home for Boys Grades 4-12	Pre and Post	Ibid	
15) Teacher Rating of Field Trip Appreciation	St. Joseph's Home for Boys Grades 4-12	Pre and Post	Ibid	
16) Music Class Evaluation	(Affective - Self Conce Our Lady of Charity Grades 7-12	pt - Our Lady of Charity Pre and Post	) Ibid	
17) Parents Subjective Rating Scale	(Affective - Youth Tuto 50 selected 10th graders from East and West High	ring Youth - Secondary) Pre and Post	Ibid	
18) Teacher's Subjective Rating Scale  ( ) RIC	50 selected 10th graders from East and West High	Pre and Post	Ibid	

Evaluation Design (co	Population	To a 11 Day	
		Baseline Data	, Design
19) Student Self Rating Scale "A"	50 selected 10th graders from East and West High	Pre and Post	Ibid
20) Student Self Rating Scale "B"	50 selected 10th graders from East and West High	Pre and Post	Ibid
25.8		· ·	i
21) Student Self Rating Scale "C"	50 selected 10th graders from East and West High	Pre and Post	Ibid
22) Two and Three Year Old Development Checklist	(Affective - Parent Inv Participating students in the program	olvement - Tank) Pre and Post	Ibid
fa.			
23) Parent Evaluation - Tank School Parent Involvement Programs	All parents who have children in Tank School	Pre and Post	Ibid
24) To be Developed in Fall, 1972	(Affective - Parent Invo Nicolet school area	lvement - Nicolet) Pre and Post	Ibid
Company of Dasic	(Cognitive - 4 year-olds 50 4 year-olds in pro- F	class - Tank) Pre and Post	Ibid
eaginess test	1) 1971-72 kindergarten P students 2) students participa- ting in 2 year pre-	ost	Title I students gain compared to that of the control group

Evaluation Design (	cont.)		
me of Instrument	Population	Baseline Data	Design
27) Gates MacGinitie Reading Survey Tests	(Cognitive - Communica Grades 1-6	tion Skills) Pre and Post	Title I students placement at the end of the project as compared to their placement at the beginning of the program.
28) Gates MacGinitie Reading Survey Tests	(Cognitive - Youth Tut Grades 1-6 Oak Grove and Norwood	oring Youth - Elementary Pre and Post	Ibid
29) Botel Phonics Test A & B Forms	Grades 1-6 Oak Grove and Norwood	Pre and Post	Ibid
-			
30) Instructional Service Center Rating Scale - Pupil View	(Cognitive - Instruction Adult - Center Teachers of Title I schools and Clinic teachers	nal Service Center) Pre and Post	Ibid
31) Instructional Service Center Rating Scale - Pupil View	Grades 1-6	Pre and Post	Ibid
32) Instructional Service Center Rating Scale - Large Audience View	Adults	Post	Title I adults will evaluate results of Instructional Service Center involvement in Title I program
_(			
LeBlanc Music Talent Quiz	(Cognitive - Music - Ele Grades 4-6	mentary) Pre and Post	Ibid

Name of Instrument	Population	Dan-1/1 Dar	_
		Baseline Data	Design
34) Pupil Evaluation - by Teacher	Grades 4-6	Pre and Post	Ibid
	·		
35) Gates MacGinitie	(Cognitive - Remedial F Grades 4-6	Reading Clinic) Pre and Post	7
Reading Survey Forms A-F		Fre and Fost	Ibid
	,		
	,		:
36) Gates MacKillop	Grades 4-6	Pre	Evaluation used to gather
Diagnostic Survey			necessary information to
			plan individual student programs
•	244		
<ol> <li>Wepman Auditory Discrimination Test</li> </ol>	Grades 4-6	Pre	Ibid
- :001 time ( :011 165 (			
	=		,
8) Frostig-Development	el Grades 4-6	Pre	Then
Test of Vision Perception			Ibid
· erception			
	a a a a a a a a a a a a a a a a a a a		
9) Peabody Picture	Grades 4-6	D	
Vocabulary Test	018063 4-0	Pre	Ibid
9) Gilliland Learning Potential Examinati	Grades 4-6	Pre	Ibid
. oventrai Examinaçio	on .		
) Silent Reading	Grades 4-6		
Diagnostic Test	9×1000 4=0	^o re	Ibid
0			
NC .			T. Comments

The of Instrument	Population	Baseline Data	Decian
	† — — — — — — — — — — — — — — — — — — —		Design
42) Durrell-Sullivan Reading Capacity a Achievement Test - Intermediate level	İ	Pre	Ibid
THICETHEGIACE TEVEL			
		i	
43) Reading Readiness Analysis	Grades 4-6	Pre	Ibid
	·		
	• .		
,	(Cognitive - Youth Tu	toring Youth - Secondary)	
44) To be developed this summer when	10th graders from Eas and West High	t Pre and Post	Title I students placement at end of the project as
workshop for			compared to their place-
teachers is writte	<b>)</b>		ment at the beginning of
			the program.
45) Teacher Rating Scale to be	(Psychomotor - Pre-Kin Pre-Kindergarten children - Howe School	dergarten - Howe School) Pre and Post	Ibid
Constructed in Fall 1972			· · · · · · · · · · · · · · · · · · ·
	(Psychomotor - Kinders	arten)	
46) Evaluation will be continuous by	Ki <b>nder</b> gart <b>e</b> n	Process Evaluation	Ibid and continue during
kindergarten			year
teachers involved in developing		·	
psychomotor program	1		
			· District And And And And And And And And And And
	(Psychomotor - 4 year-	olds - Tank)	
47) Beery Developmental	Pre-kindergarten	Pre and Post	· <b>Ibid</b>
Test of Visual*. Motor Coordination			
1-			
Development	Pre-kindergarten	Pre and Post	Ibid
NC			

Hame of Instrument	Population	Baseline Data	Design )
40) Assessment of Motor Development Survey	(Psychomotor - Center Pr Grades 1-6	ogram) Pre and Post	Ibid
50) Pupil Psychomotor Dexterity Skills - Music	(Psychomotor - Instrumen Grades 4-6	tal Music) Pre and Post	lbid
51) LeBlanc Music Talent Quiz Re: Cognitive Objectives - Music Elementary	Grades 4-6	Pre and Post	Ibid
			<b>.</b>
ERIC			

#### 7. IDENTITY OF CHILDREN BEING SERVED

793 disadvantaged target school children, at \$300 per pupil, could receive an equitable share of a \$238,802 budget, assuming, of course, that no additional contributions were made. This number represents only about one-third of the disadvantaged children actually in our schools. Therefore, in the case of this budget, district, community agencies, and adult volunteers have become involved with their own funds. This will allow almost full funding of additional new programs to reach a wider spectrum of disadvantaged. These additional programs, specially identified in the following grade categories, will allow additional hundreds of disadvantaged children, and their families to take part without diminishing academic support programs.

### A. PRE-KINDERGARTEN

Three pre-kindergarten programs are planned for this 1972-73 term. These are set up as follows:

TOPIC	EST. NO. CHILDREN	TITLE I STAFF	OTHER STAFF
4-Year Olds Tank	40	l Aide	l Teacher
2-3 Year Olds & Parents - Tank	30	Above Alde Center Teacher	Above Teacher Community Resource People
3-5 Year Olds & Parents - Howe	1	Center Teacher (Part-time)	District Phy. Ed. Teacher YWCA Staff

TOTAL 100 Est.

These programs, without the involvement of non-Title I staff, could not be held and still maintain a \$300 per pupil budget.

Children in each of the three programs will come primarily from disadvantaged families of the Howe and Tank elementary school districts. A double function of each activity will be to study, in cooperation with parents, those pre-school activities which seem best for later school readiness.



### B. KINDERGARTEN

Approximately 693 kindergarten children, all from thirteen elementary target schools, will be involved in a new program of psychomotor education. Kindergarten teachers of each school, plus four additional first grade classes in two of the schools, will carry our the program. Its purpose is a process evaluation of psychomotor curriculum materials designed by sixteen teachers at a 1972 ESEA - Title I summer workshop.

All but \$201 of the 1972-73 program will be born by the Green Bay district. All eighteen target area kindergarten teachers, two first grade teachers of Fort Howard elementary, and one first grade teacher of Whitney elementary, twenty-one teachers in all, will have their time fully reimbursed by the district. They will be coordinated, in turn, by the district-paid elementary physical education teacher who planned and instructed the 1972 summer Title I workshop for this program.

Evaluation will be included as part of each child's progress. It will be by itemized segments from the Developmental Perceptual - Motor Rating Survey and a Psycho-educational Inventory of Basic Learning Activities done on a pre & post basis.

### C. EARLY ELEMENTARY

Approximately 300 children, grade levels 1-3, will participate in this program, with selection that of a most - disadvantaged basis and need. A minimum of \$300 per pupil will be allowed to target school areas, including eligible parochial school children. Training received will be individualized around the general need, there being compensatory experimental activities related to reading. Prevention and aid of reading problems at the primary level, with implementation of psychomotor skills, will be adjusted to the immediate needs of disadvantaged children. Private schools eligible to participate have not done so at this level. Instead, special emphasis is given to their children beginning at the intermediate level.



### D. LATER ELEMENTARY

Approximately 338 children, 4-6, will take part in center and clinic programs, with selection as most-disadvantaged and needful. This includes approximately 26 boys from St. Joseph's Home and allows for a minimum \$300 per pupil taking part.

Training received will be individualized around the general need, this being compensatory experimental activities related to reading. With clinical help given at the intermediate level, the basic patterns will be further adjusted to supplementing the immediate academic needs of disadvantaged children. From private schools and institutions, based upon needs, will come approximately 112 children, 26 of these from St. Joseph's Home. Here, in addition to a center for boys confined there, field trips will be provided, along with monthly IMC self-study materials from CESA No. 8, Appleton, and UW-Oshkosh. Boys from the school who attend public target schools will receive their supplementary training as regular project pupils of those schools.

#### E. SECONDARY

Fifty sophomore students, 25 each, from East and West high schools will participate in this program, with selection being on a most - disadvantaged basis. Counselors of Franklin junior high school have sent a recommended list of the twenty-five sophomore youths to the sophomore counselors of West senior high recommending those most in need of reading training. Ninth grade counselors of Washington junior high have done the same for incoming sophomore counselors at East high.

Both tutoring programs, the Youth Tutoring Youth program sending the West high students to Lincoln elementary, and the East High Adult Volunteer Tutor program, will find a heavy contribution of district and volunteer personnel. This will allow appropriate concentration of resources on each student.

The same concentration of program resources will be true for approximately 80 girls at Our Lady of Charity School. A district-paid remedial reading specialist will teach vocational reading at the school two half-days per week. She will be provided ESEA Title I equipment and materials, with the school providing a special room for this



public school activity. In addition, from ESEA - Title I funds, a part-time vocal music teacher will hold regular classes for students of the school. In either case, reading or music, all girls are eligible for the activities. Assignment will follow policies of the school administration.

Secondary students residing at St. Joseph's Home for Boys are also eligible for project consideration. A few, however, attend East DePere high school and are thus not available to this program. An effort, however, will be made to include others among the fifty East and West high tutoring groups, and other elementary target schools program where they might attend.

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	ITEM	GUIDEL INES	LEA DESCRIPTION
		and with the	
	B. DISSEMINATION OF INFORMATION	regarding progress	State Specifically your intentions, as they relate to "a", "b", & "c" of the Guidelines column.
-	varied resources are used in the		
	dissemination	periodic meetings, newsletters, radio	DISSEMINATION OF INFORMATION
	process	and T.V. presenta-	
	includes school,	tions, newspaper & magazine articles.	Resources
	community, state,	civic & community	1. Meetings (principals, Title I staff, Parent Advisory Committee, school faculty
	and nation	programs are all	members, administration, parochial and
-	Evaluation	part of the dissemination	institutional staff, and community
)	process used in	process.	resource).  Description Facilities Evaluation
	total dissemina-		Purpose Staff Length of
	tion of program information	b. The exchange of pertinent infor-	Target Areas Procedure project
		mation regarding	2. Bulletins
		Title I programs	Information about, explanation of,
		should involve the local school	project explanations of requests, and
		system, the	evaluation forms, minutes of staff and advisory committee meetings, report to
		community, the	principals and administration.
		state, and nationall when possible.	3. Directives
	est 🔭 🐧	mien possible.	From DPI and administration giving spe-
		c. Resources (printed,	cific direction for procedures.
		consultative, etc.) used and varied media	4. New newsletter to key people involved
		should be utilized	4. New newsletter to key people involved with the project community-wide.
		in making Title I	
		program information available to program	5. Publicity committee to be set up for
		personnel in other	liaison between Title I project and the following:
-		communities, parents	
		within the community & the entire local	A. School public relations office for
		school staff.	releases to mass media (through appropriate school principals or
			central staff personnel).
	4		B. Department of Public Instruction
			and the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of th
			C. Home-School projects or activities.
ı			D. Scouting and other organizational
			projects.
/···			
l			

### 9. Budget Relationships

- A. Administrative Total of \$26,904 11.27%
  - 1. 4110 Salaries \$23,464.00 9.325

Administrative salaries, as follows, are budgeted for the entire project year:

Project Administrator - 75%

" Secretary - 75%

" Bookkeeper - 75%

" Clerk, General - 50%

The increase of \$142.00 over 1971-72 stems mostly from allowances for a possible January 1, 1973, rise in non-professional salaries. No increase is projected for the administrator's salary due to an administrators' wage freeze through June 30, 1973.

2. 4120 - Contracted Services - \$825.00 .35%

District auditors have protested that they cannot audit ESEA-Title I accounts for the 1971-72 recommended prorata share of \$84.50. We have budgeted, therefore, the initial 1971-72 billing, an amount Jonet, Fountain, Glaser, and Vande Loo, the private audit firm, suggests as still valid until new procedures become possible.

3. 4190 - Other - \$2,615.00 1.10%

Down \$225 from last year, this budget pays for administrator's travel for Title I, office supplies and postage unique to the project, all telephone costs of Title I staff, professional subscriptions and dissemination materials. Although we have budgeted for our first project brochure (\$485.00) our price quotation still allows a cut in reference materials and dissemination.

- B. Instruction \$176,348.00 73.85%
  - 1. 4210 Salaries \$149,509.24 62.61%

Cut by \$14,179.65, this is our second successive reduction in instructional salaries. Although 5% is allowed for teacher raises effective January 1, 1973, this decrease has been affected by reducing staff. Most new programs, in fact, are designed for implementation by district personnel. Our new item, \$4,652.94 for teacher substitutes reflects cancellation of any further "B" budgets, our former source of inservice funds. "Youth Tutoring Youth" tutors of West High are limited to ESEA-Title I eligible youths.

2. 4220 - Contracted Services - \$200.00 ,08%

A \$200 contract with CESA #8, Appleton, 'ings to St. Joseph's Home for Boys the Special Education Instructional Mate. als Center services. Deliveries are to the project reading clinic.

3. 1290 - Other - \$26,638.96 11.16%

Increased by \$10,233.85 over 1971-72, two items totaling \$8,281.28 were carried, last year, in the "B" budget. These are: audio-visual materials, including urban education techniques by target school classroom teachers, and costs of



# 3. 4290 - Other - \$26,638.96 (cont.)

inservice training sessions, to include parents of project children. The 4-year old pilot program, two new elementary target school centers, and development of an older one reopened last year, these also have added to an increase in materials requests. These activities, to include tickets to children's theater, are limited to ESEA-Title I eligible children in the project areas. Other changes reflect our wideranging needs assessment of last spring. Field trip funds, increased by \$430, promise even better services because of a more advantageous price arrangement offering half-price for deadheading and driver waiting periods. Reduced are budgets for food, admissions, summer supplies and summer inservice, the latter two having been eliminated altogether. A new teacher contract has cancelled graduate requirements and so we have shifted to in-school training times.

However, our 1973 summer plans call for \$1,056.50 as costs of professional needs assessment review for 1973-74 proposals. These we plan to have completed before this regular term ends, to include parent and staff needs assessments.

### C. Pupil Transportation - \$5,676.00 2.37%

Contracted costs for remedial reading clinic transportation has been reduced \$2,12h over 1971-72. This reflects a two-fold change, the first being a simpler transportation contract for a specified annual number of hours. The other is an 18 day delay in opening the clinic services. Instead, clinic specialists will be pretesting recommended pupils right in the children's schools.

Please note account 4290 - Instruction, where \$2,280 additional is budgeted for field trips. This was under-budgeted last year, but our new contract conditions offer a much wider range of cultural experiences for our disadvantaged patrons.

## D. Operation of Plant - \$3,500.00 1.47%

This account is \$600 less than last year. Due to nearly equal use of Christ Episcopal Church classrooms as district offices, utility costs can now be shared with the district. This accounts for \$600 less cost, as estimated according to 1971-72 utilities costs.

1.	4610 - Salaries	\$2,000 .84%	Janitor of Annex space, (same costs as 1971-72)
2.	4620 - Contracted	\$00.00	(same costs as 1971-72)
3.	4690 - Other	\$1,500 .63%	Utilities, (\$600 less than 1971-72)

# E. Maintenance of Plant - \$1,250.00 .52%

\$100 is the increase of this account over 1971-72, all of it for repair of equipment. Office machines are repaired by dealer contracts arranged by the district. Other expense is the cost of repair to videotape recorders which our district's audio visual repairmen cannot do.

1.	4710 - Salaries	\$00.00
2.	4720 - Contracted	\$800 .33%
3.	4790 - Other	\$450 .19%

Fixed Changes - \$16,997.36 7.120

This budget is \$3,564.71 over the final 1971-72 costs. However, just as district cost - sharing has lowered our anticipated utilities costs, so has district leasing of annex space cut \$440.00 from 1972-73 project year costs. Accounting for the over-all increase, then, are fixed changes related to professional and nonprofessional personnel. Last year's negotiations resulted in major fringe benefits for all staff, the benefits taking effect on January 1, 1972, and forcing revision of the account upward. This budget reflects the possible need of similar increases due to negotiations under way for 1973 calendar year.

1. 4810 - Salaries

00.00

4820 - Contracted

\$ 2,700.00 1.13%

3. 4890 - Other

\$14,297.36

5.99%

Student Body Activities - \$1,709.00 .72% G.

From \$50 in 1971-72, all for field trips to the store by elementary project children, the account has been increased to provide extended new enrichment activities. \$1,659 has been added for outside curriculum activities, as

> 5010 - Salaries - Supervision of children's theater attendance (all on

\$600.00

Saturdays)

5090 - Other -- \$15.00 for field trips to store by each of 13 target elementary schools.

\$185.00

Lessons in creative dramatics and creative movement, 13

target schools once per week for six weeks. Limited to ESEA-Title I eligible children. \$924.00

The improved field trip transportation contract will enhance these activities.

Community Services - \$4,500.20 1.88%

An increase of \$373.20 over our final 1971-72 proposal reflects changes stemming from by last needs assessments. Salaries for child care aids were increased \$110, these reflecting a widened 1972-73 program of parent involvement. At the same time, costs of teacher chaperones for Saturday programs of children's theater were transferred to 5010-Student Body Activities. This reflects, we feel, the increased familiarity with, and better utilization of, this cultural medium. Replacing the item here, however, is a \$300.00 allowance in event adult volunteer tutors at East senior high and youth tutors of West senior high become involved with attending local cultural activities.

\$713.20 added to reflect additional needs assessment recommendations. 1973 summer costs of 4-H camping have been reduced \$354.00, but with seven additional children proposed. The savings was affected by reducing the project chaperones from eight to three. Experience has shown that regular camp staff can provide for safety of our children with the lesser number of chaperones. At the same time, food and materials for inservice meetings of parents have been increased \$961.70 in line



### H. Community Services (cont)

with expanded programs identified as their needs. Facilitating parent involvement is an additional \$105.50 for preparation of survey forms to identify human resources available within each target school area.

### I. Equipment for Instruction - \$773.50 .32%

Already reduced \$242.85 from the 1971-72 program, this item is prevented from further reductions by replacement of missing and worn out audio-visual machines, as follows:

ITEM	MISSING.		WORN OUT
2 Panasonic Tape Recorders	x		
l Previewer, filmstrips	X		
1 Stopwatch			
l Belt, Thermofax			<b>X</b>
2 Typewriters, electric	* *		. X
l Previewer, filmstrip			<b>X</b>

### New Instructional Equipment has been requested, as follows:

### New Hardware

4 Cassette Tape Recorders - Two to be used in the Clinic, Bricco and Faulds, one to be used in the public school room of our Lady of Charity School and one in the Clinic office for taping meetings, inservices, radio or TV presentations. This one is also to be available for general use.

- l Filmstrip Viewer, l Stopwatch Keller school center will open this year and will need a <u>Filmstrip viewer</u> in order for children to read the many interesting stories present on filmstrip. A <u>stopwatch</u> should be purchased for testing as well as timing rates in games and reading.
- 2 Panasonic Tape Recorders Joanne Kleist and Darlene Edler have transported hardware to double assignments for years as well as Mrs. Edler from school to school. Both teachers find it necessary to have educational hardware in each school. The responsibility of storing such hardware in their care is growing more serious.

Teacher's desk and classroom shelves. These two items are needed in our Center. Roosevelt needs the desk and the Whitney Center, if they're to display their materials and make them readily available, will need some shelves.

Justification for all proposed new and old capital outlay items to be used in our current Title I project. The Title I instructional equipment on our inventories will be used to carry out the activities proposed in our objectives.



### lo mm Film Projector

The lo mm film projectors will be used in the cultural development of our students, and have proven valuable in our inservices for parents and teachers.

### Video Recorder & Cameras

Each Center will make the use of the video machine available to their children. Permitting the imagination to run wild, the children will produce cooking shows, talk shows (interviewing resource people), costumes from all over the world, talent shows, as well as many other interesting presentations. Teachers will use the equipment to see themselves as others see them in their role as teachers.

### Tape Recorders

Tape recorders will be used for diagnostic evaluations, increasing listening skills, story appreciation, and a motivationist tool in developing students interest in poetry, choral reading and stories read by a teacher, aide or parent.

#### Overhead Projector

The overheads will be used mostly because the availability of overlays. Because of the wide range in reading disabilities, skill development exercises can be prepared, filed and become readily available in a moments time to meet each situation.

#### Mecord Players

Record players will be used for cultural enrichment activities, and/or a listening skill builder.

After each behavioral objective, listed in our 1972-73 proposal, an activity sheet is designed which points out how Title I purchased materials can and will be used.

J. All other Equipment - \$1,143.74 .48%

\$883.00 is added to last year's items, again reflecting the widespread needs assessment of last spring.

1. Administrative cassette tape recorder and stereo headset

This \$76.90 in equipment is designed for the project administrator's leadership needs. For automotive dictation during hours of travel, the recorder has a buzzer indicating the end of a tape. This is suitable for the person who, unlike a pupil, cannot give his full attention to watching the recorder, as when driving an automobile or taking part in conferences.

#### 2. 3 Air Conditioners

This \$600 item would air condition and circulate air in the three most used remedial reading clinic classrooms and office. Their location in Christ Church Annex has long presented a problem of heat and poor air circulation, during all seasons, due to sunlight or the number of people



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### 2. Air Conditioners (cont.)

breathing available air in the small rooms. It would appear we will occupy Christ Episcopal Church Annex through 1973-74 term. Relocation of the ESEA-Title I facilities would then, most likely, be in remodeled facilities of the present Northeast wisconsin Technical Institute. The building, so far as we can ascertain at this time, will not possess central air conditioning. It has, however, window conditions adaptable to the air conditioners we propose here.

Program

SITE: Christ Church Annex

A. INSERVICE: Orientation for Adult Tutoring Program for East High Teachers of sophomore Language Arts and Social Studies.

Approximately eleven East High sophomore teachers taking part in this half-day orientation on August 31, 1972, will be able to prescribe tutorial experiences for sophomores of their classes to receive adult volunteer tutoring under the 1972-73 pilot program. They will also comprehend the results of special diagnostic tests of the students which will be prepared for them by ESEA-Title project specialists. Evaluation will be by subjective rating scales to be prepared by the project committee.

### PROGRAM MATRIX

farget Training Groups	Overview Presentation	Understand Read. Diag. Test Results	Devel. Act. Spec. or Gen. Prescriptions for Tutors	Guidelines for Supr.	Evaluation & Critique
Title I Staff	X		X		Х
East High English and Social Study Teachers		X	X		<b>X</b>
Administrators		X			X
East High Sophomore Coun- selors		X	X		<b>X</b>
Florence Hayes, Adult Volunteer Coordinator					
Catherine Bertler, Teacher Coord.			X		

This orientation committee will be directed by Catherine Bertler assisted by Florence Hayes, John Sewell, John Bricco, and Joanne Kleist and Frances Sundberg.

## PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Consul <b>tant</b> s	No cost to Title I	
East High English and Social Studies Teachers	No cost to Title I	
East High Sophomore Counselors	No cost to Title I	
Title I Staff	No cost to Title I	
Refreshments	None	
Materials		\$00.00

TOTAL \$00.00



Item: Inservice

Exhibit: 1/2

Area: Creative Dramatics

Trainee: Teachers from target schools,

Parent Council Members.

Site: Christ Church Annex

B. INSERVICE: CLEATIVE DRAMATICS WORKSHOP

All day 8:00 a.m.-4:00 p.m. Thursday, August 31, 1972. Christ Church

Annex.

### OBJECTIVE

Title I staff, teachers from target schools, and Parent Council Members taking part in this inservice workshop in Creative Dramatics will learn how to use dramatics techniques for developing readiness for verbal and non-verbal communication. Evaluation of this inservice will be constructed in the fall of 1972 by Mrs. Karen Prevetti and the Title I program Committee.

### Program Committee

This conference will be a continuous program held one full day during inservice week. It will be set up by Mrs. Karen Prevetti who is associated with the University of Wisconsin Green Bay and The Next Door Theater Inc. Mrs. Prevetti will be assisted by the following E.S.E.A. Title I staff: Jeanne Wright, Susan Kraft and Mary Ann La Violette.

P:	ogram Budget	
Item	Rate	Total Cost
Consultant-Mrs. Karen Prevetti	·	\$ 75.00
Materials	as needed	\$ 25.00
Refreshment	as needed	\$ 25.00

Total \$125.00

### Dramatics Inservice

			· <del></del> _	Program	iatrix					
'arget 'raining			·	TYPES OF	TRAINING					
roup	Role Fluying	Pantomime	Extempor-	Creative	Puppetry	Socio- Dramn	Psyco- Drama	Choral- Reading		Eval. and Critique
itleI taff	x	x	×	x	x	x	x	x	х	x
lass- com eachers	х	x	х	х	x	x	x	x	x.	x
arents					,					
diention 1 pecialis		ж	x	x	x	x	х	x	x	х
esource rofession i	x	x	x	x	x	×	x	x	x	x
Aide				-	×		· · · · · · · · · · · · · · · · · · ·			
dminis- ration										x

ltem: Inservice

Area: Adult Volunteer Tutors

Exhibit: ¥ 3

Trainee: Adult Volunteers

Site: Christ Church Annex

INGERVICE: ADULT VOLUNTEER TUTOR WORKSHOP

Workshop: 20 hours. September 6 - October 3, 1972. Christ Church Board of

Education Annex.

#### C. OBJECTIVE

Adult volunteer tutors undertaking fifteen hours of workshop training and five hours of follow-up review after tutoring begins will be able to effectively work with classroom teacher supervisors in tutoring of children as set forth by the National Reading Center's National Right to read program. Evaluation of their training shall; be by pre-and-post subjective rating scales for tutors, students, and classroom teachers, the scales to be prepared by the workshop committee.

# Program Matrix

Target Training Groups	Recruitment of Volunteers	Role of Tutors	Awareness of Pupils	Methods to use	Dev. Accivity	Evaluatio Critique
Consultants	x	x	x	x	x	· · x
Title I Staff	x	x	x	x	х	· x
Adult Tutors	x	х	x	x	x	x
Administration	x			-· .		x
Community	x					

This workshop will be directed by Catherine Bertler assisted by Florence Hayes, John Sewell, John Bricco, Joanne Kleist, Jerome Mc Cormick and Helen Ferslev.

# Program Budget

1tem	Rate	Total Cost
Consultants		\$ 200.00
Adult Volunteers	No cost to Title I	
Title I staff	From 20-017-one day's pay, summer, 1972	\$ 00.00
Refreshments		\$ 200.00
<b>M</b> aterials Workshop and program <b>op</b> eration	4 2 4	<b>\$ 1100.00</b>

Total

\$1,500.00

# REVISED

### VTR - Program Schedule 1972-73

	<u>.</u>		
August 31, 1972	Orientation (East High Social Studies and Language Arts Teachers)	8:00-9:00	A.M.
	Orientation Frogram (Lincoln Elementary Teachers)	10:30-11:30	.N.A
		÷	
August 28 - September 22, 1972	Recruitment of Volunteers		
September 14, 1972	Planning program for workshop at Trees for Tomorrow 1 State and Local starf		
September 18-22, 1972	Diagnostic Testing Service Title I	(to be sched at E & W)	iuled
September 26 - October 10, 1972	Training sessions for Adult Volunteers (Twesday & Thursday)	1:00-4:00	P.M.
October 9, 1972	Crientation meeting of Teachers and Adult Volunteers at East	3:15-4:00	P.M.
October 16, 1972	VTR Program begins		
December 5, 1972	Follow-Up Session - Adult Volunteers and Workshop Training Staff	1:00-3:00	P.M.
January 8 - February 2, 1972	Volunteer Workshop (if needed)	1:00-4:00	P.M.
March 20, 1972	Follow-Up Session	1:00-3:00	P.M.
May 17, 1972	Evaluation of Tutorial Program (Volunteer, Teacher, Consultants, and Administrators)	3:15-4:00	P. M.
	Dinner	5:00-7:00	P.M.

# GREEN BAY PUBLIC SCHOOLS GREEN BAY, WISCONSIN READING DEPARTMENT

VTRP - The Adult Volunteer Tutor Reading Workshop

Place: Room 1, Library Resource Center, Education Annex Christ Episcopal Church, (Cherry Street entrance)

Workshop	Schedule:	Session I	Tue sday	September 26,	1972	1:00-4:00	PM
24 18	•	Session II	Thursday	September 28,	1972	1:00-4:00	PM
		Session III	Tuesday	October 3,	1972	1:00-4:00	PM
		Session IV	Thursday	October 5,	1972	1:00-4:00	PM
		Session V	Tuesday	October 10,	1972	1:00-4:00	PM
	ŧ	Follow-Up Sessi	.on	December 5,	1972	1:00-4:00	PM

### Workshop Participants:

Mr. John Sewell - Director, ESEA, Title I

Ms. Helen Ferslev - Director, Elementary Education Mr. Jerome McCormick - Director, Secondary Education

Ms. Florence Hayes - Coordinator, Volunteer Tutor Reading Program

Ms. Catherine Bertler - Chairman, Adult Volunteer Tutor Workshop

#### Title I staff:

Mr. John Bricco, Reading-Learning Center Department Head, Workshop Consultant

Ms. Joanne Kleist - Reading Teacher, Workshop Consultant

Mr. Don Lueck - Reading Teacher
Ms. Eleanore Seifert - Reading Teacher
Ms. Jeanne Wright - Reading Teacher
Ms. Mary Ann LaViolette - Reading Teacher
Ms. Susan Kraft - Reading Teacher

Ms. Dorothy Reisinger - Reading Teacher

#### wirkshop Program:

1. Tuesday, September 12, 1972 - AN OVERVIEW OF THE TUTORIAL READING PROGRAM

Introduction - Ms. Hayes
Background of the organization of the Tutorial Program - Mr. Sewell.

The Tutorial Program within the Green Bay Public School Education Program - Ms. Ferslev, Mr. McCormick.

Role of the relationship between teacher, volunteer, and student - Ms. Bertler.

Overview of reading - Mr. Bricco.

Giving an Interest Inventory - Ms. Kleist

Question and Answer period.

11. Thursday, September 21, 1972 - OVERVIEW OF SKILLS IN READING

Perceptual Skills - Ms. Kleist
Visual
Auditory
Motor - Demonstration by Bill Sterrett
Tactile

Phonetic Skills - Mrs. Bertler Vocabulary Work Attack Skills Oral Reading Question and Answer period.

III. Tuesday, September 26, 1972

Comprehension Skills in Reading, a Panel Presentation.

Skills needed to comprehend what is read
Films showing how comprehension skills are taught
Explanation and showing of materials and activities which
improve students comprehension skills.

Question and Answer period

Members of the panel will be: Mr. Bricco, Ms. Kleist, Mr. Lueck, Ms. Seifert, Ms. Reisinger and Ms. Bertler.

IV. Thursday, September 28, 1972 - ORAL AND WRITTEN FORMS OF COMMUNICATION.

Film - Your Communication Skills: Listening Your Communication Skills: Exchange of Ideas

Presentation of ideas and materials related to oral and written forms of communication by Title I staff: Mr. Lueck, Ms. Kleist, Ms. Seifert, Ms. LaViolette, Ms. Wright.

Assignment of Volunteers, Teachers, and Students - Ms. Hayes.



Individual explanation of results and prescription included in the diagnostic test by the tester to the volunteer (Title I staff).

V. Tuesday, October 3, 1972 - INSTRUCTIONAL OBJECTIVE.

Setting up and writing instructional objectives - Ms. Bertler.

Evaluation of student's performance - Mr. Bricco.

Subjective rating scale of workshop - Ms. Kleist.

V1. Follow-Up Period (Date to be determined by workshop participants)

Input from vplunteers and staff.

ANNOUNCEMENT - Orientation of teachers and volunteers at

EAST HIGH, MONDAY, OCTOBER 9, 1972, 3:05 PM in Room

###

CB:fi

### TESTING FORMAT - INDIVIDUAL DIAGNOSTIC TESTING

### I. LINCOLN Elementary School.

- A. Peabody Intelligence Test
- Botel Reading Inventory
- C. Wepman Auditory Discrimination Test
- Informal Reading Inventory Wide Range Word Perception Test
- F. Motor Assessment Inventory
- Winter Haven Perceptual Rrms Test G.
- Interest Inventory н.
- I. Frostig Developmental Test of Visual Perception (if lack of discrimination is suspected).

### II. EAST HIGH School.

- A. Gilliland Learning Potential Examination
- В. Stanford-Diagnostic Reading Test
- Wide Range Word Perception Test
- D. Others, if needed Interest Inventory (Tutor).

#### WEST HIGH School. III.

A. Achievement Test.

These tests will be administered individually by Title I staff.

Item: Inservice

Area: Youth Tutoring Youth

Exhibit: ¥-4

Trainee: West High Sophomores

Site:

Trees for Tomorrow, Eagle River

INSERVICE: YOUTH TUTORING YOUTH

### D. Objective

Twenty-five West senior high sophomores, most in need of training, will attend a three day September workshop at Trees for Tomorrow and will master the purposes and basic skills necessary for tutoring a like number of disadvantaged pupils of Lincoln elementary school. Evaluation will be by a subjective rating scale to be prepared by the workshop committee.

### PROGRAM MATRIX

			·	
Target Training Groups	Identification/ Diagnostic Tech.	Transportation & Facilities	Developing Skills for Tutoring Super.	Evaluation & Critique
Student Tutors	X		x	Х
Title I Staff	X		x	X
DPI				X
dministration		х		X
incoln Classroom Teachers	X		x	Х
Camp Staff		Facilities & Meals		

### PROGRAM COMMITTEE

This workshop will be designed by Clem Baims and assisted by John Sewell and with cooperation of Lincoln Title I specialist, Title I council representative, West High Counselor, Florence Hayes coordinator of Adult Volunteer Tutors, the program will be designed between September 11-15.



# PROGRAM BUDGET

RATE	TOTAL COST
Title I salaried	0
2 @ \$25.00/day substitute mileage 284 @ 10¢	\$28.40
0	0
	\$62.00
34/\$12.00/day 3 days/2 nights 3/12.00/day 1 day & 1 night	<b>\$1,224.0</b> 0 <b>\$36.0</b> 0
0	0
	Title I salaried  2 @ \$25.00/day substitute mileage 284 @ 10¢  0  34/\$12.00/day 3 days/2 nights 3/12.00/day 1 day & 1 night

TOTAL \$1,400.00

Item: Inservice

Exhibit: ¥-5

Area: Building a Better self-concept

Trainee: Parents Title I Staff

Site: Christ Church Annex

E. INSERVICE: BUILDING A BETTER SELF CONCEPT

Parent meetings, from approximately January 21, 1973 to April 1973, as determined by parents, Title I staff, and the Planning Committee. Meetings will be held at Christ Church Annex.

#### OBJECTIVE

Through 10 inservice meetings and follow-up parent sessions, both home and school, ESEA-Title I target area participants will gain a better understanding of the necessity for having a positive self concept in order to achieve academic success.

Two areas of self concept building will be covered, namely:

- 1. Internal values, one's own aggressiveness, controlled and uncontrolled.
- 2. The effects of opinions of there about oneself.

The evaluation will be made by responding to a pre-and-post questionaire, that will be designed by consultant and staff, on the importance of a positive self concept in relation to academic success.

This program is being continued at the request of the Title I Parent Advisory Council.

#### PROGRAM MATRIX

Target Training Groups	Developing Act. Gen. or Spec.	Diagnostic Tech.	Home Act.	Evaluation and Critique
Title I Staff	<b>x</b>	x		х
Parent;:	×		x	x
Administration	x			<b>x</b>
Classroom teacher	×	x		<b>x</b>

#### PROGRAM COMMITTEE

This workshop will be designed by Mrs. Nancy Verber, district social worker, with the cooperation of the following: Susan Kraft, Dorothy Reisinger and a representative of the Title I Parent Advisory Board member. (possibly Shirley Pierquet.)

As suggested by Mrs. Verber, letters will be sent to all disadvantaged parents of the identified 13 target schools to find total population interested in this type of activity.

#### PROGRAM BUDGET

ITEM	RATE	Total COST
Materials: "Tricycle Years"	40 @ \$1.75	<b>\$</b> 70.00
2 Child Care Aids	2-@ 2.50 hour 10 mtgs. of 1 hr. each	50.00
Refreshments(10 mtgs.)	\$5.00 per mtg.	50.00
Consultants (Nancy Verber)	District pays	00.00
Culminating activity for parents left to group discretion.		100.00'
Transportation to 1st meeting.		40.00

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\$310.00



# SUGGESTED APPLICATION FOR PARENT WORKSHOP

Check	the Loxes which apply:		
<del></del>	Yes, yes, yes I would love really crying more than is nece	e to learn how to raise children withou	ıt
<del></del>	I have never really cried about just in case.	t my kids but I'd like to come anyway,.	•
	_ l need a habysitter for my litt	tle ones: Age of children:	
Things	I'd like to discuss and hear oth	her ideas on would be things like:	
	The child who hates	Shyness	
	How to make children mind	The child who can't sit still	
,	Lying, stealing	The slow child	
	The angry child	Other things like:	
			_
Name:		Address:	
Phone:	No. of ch	ildren:	
Ages of	children:	d-	
•	to which your elementary-age chil		
Each gro Deudline	oup will be limited in number - s	so send you application in early.	
Ple	ouse fill our and return this who	ole sheet to	



ltem: Inservice

Exhibit: ¥-6

area: kodaly inservice workshop

Trainee: Title I Staff parents

Site: Christ Church Annex

Kodaly inservice workshop

### **OBJECTIVE**

Target area participants. Title I staff and parents advise council in this one half day inservice will learn how to relate music to reading as a motivational and personal development factor.

Evaluation of this program will be by a rating scale completed by Title 1 participants, parents, and Mr. Norbert Ecker.

# Kodaly Inservice

# Matrix

Target and Training	Itesource Person	Dev. Act. Gen. or Spe.	Enrich. Act. Reading	Music	Motivation For Reading	Evaluation and Critique
Title [ Staff		х	X .		х	Х
Teachers Classroom	·		Х		Х	Х
Parents			X	·	Х	Х
Resource Pro	Х	Х	X	X .	x	X
Administratio	n		X .		Х	Х
Special			X		X	Х
Parent Advisory	•		х		Х	. х



### PROGRAM COMMITTEE

This workshop will be set up by Norbert Ecker, St. Norberts, with the cooperation from the following: Evelyn Bottger, Joyce Kelderon, John P. Bricco, ex-officer.

#### PROGRAM BUDGET

ITEM	RATE	TOTAL COST
Consultant Mr. Norbert Ecker	\$50 <b>-</b> 100	<b>\$100</b>
CA Joyce ∰lderon Music Supervisor	O	0
Refreshments		50.00
Materials	as needed	25.00

Troubled Learner

TRAINEE:

Staff - Title I

Parents

SITE:

Christ Church

Annex

# INSERVICE: EMOTIONAL INVOLVEMENTS OF THE TROUBLED LEARNER

#### Chiective:

Through inservice meetings staff and parents of the ESEA - Title I target area schools will gain a better insight regarding the relationship among emotional, social and neurological areas of development and learning, along with techniques to foster growth in these areas.

This program will be designed by representatives of the Child Study Department, Mr. Bricco, and designated co-chairmen from the Title I staff, to be conducted on a Friday afternoon(s) at Christ Church Annex. Evaluation of the meeting will be by a subjective rate scale to be prepared by the workshop committee.

### EMOTIONAL INVOLVEMENT

	Proc	gram Matrix		
Target Training Group	Developing Activities	Diagnostic Technique	Home Act.	Evaluation Critique
Child Study	Х			х
Title   Staff and Administration	x	X		х
Parents	X		Х	х

# EMOTIONAL INVOLVEMENT

	Program Budget	
Item	Rate	Total Cost
Materials		\$25.00
Refreshments (2 Meetings)	\$6.00 per meeting	\$12.00
Transportation (Taxi Service)	American Red Cross Motor Corps.	00.00
Babysitter	\$5.00 per hour 2 Meetings	\$30.00

TOTAL: \$67.00

AREA: Creative Crafts Inservice

TRAINEE:

Staff Members I

Parent from each of

Title I Schools

SITE:

Christ Church Annex

### CREATIVE CRAFTS INSERVICE

#### Objective:

Title I staff members will participate in a one-half day inservice program under the direction of Mrs. Martha Harvey. The purpose is to develop materials for Center use to further enhance creative communication skills, and develop self-concept through personal interaction with others using the various materials developed in the inservice program.

The evaluation of this inservice will be developed in the fall of 1972 by Mrs. Martha Marvey, and the Title I Program Committee.

### CREATIVE CRAFTS INSERVICE

#### Program Matrix

Target Training	TYPES OF TRAINING						
Group	General Crafts	Action Crafts (Puppets)	Scrap-Material Ecology-Crafts	Selection	Prepara- tion of Materials	Evaluation and Critiques	
Title 1 Staff	х	х	X			Х	
A <u>Parent Representative</u> from each Title I School	X	X	X			х	
Resource Person	X	X	x	<b>X</b>	x	Χ.	
Aldes					X		
Administration						χ	

# CREATIVE CRAFTS INSERVICE

# Program Committee

This inservice will be set up by Mrs. Martha Harvey. A Wequiock School parent, with cooperation from: Elenore Siefert and Donald Lueck.

	Program Budget	
Item	Rate	Total Cost
Consultant - Mrs. Martha Harvey	\$15.00/1/2 day, including 4 hours of planning \$7.20	\$22.20
Travel expenses for collecting of materials needed		\$15.00
laterials for the nservice		\$50.00
arents	Representative from each school	00.00
efreshments		\$25.00

TOTAL:

\$112,00

AREA: Parent Creative Crafts

TRAINEE:

TRAINEE: Parents
SITE: Target

Target School to be

Selected

# PARENT CREATIVE CRAFTS INSERVICE

INSERVICE: Tentative schedule to be completed during the weeks of October 1-31.

### Objective:

Parents living in each of the fourteen target area schools will take part in one one-half day (inservice) workshop program in their school area under the direction of Mrs. Martha Harvey. During the half-day inservice Mrs. Harvey will present demonstrations on craft projects parents can do with their children. This would include beneficial hand out material to enable them to carry through on creative activities in their homes.

The evaluation of this inservice program will be completed at the end of each session in each target school area by the participants.

# PARENT CREATIVE CRAFTS INSERVICE

	<del> </del>	Program Matr	ix			,		
Target Training		TYPES OF TRAINING						
Group	Selection of Materials	Preparation of Materials	Preparation of Program	Crafts Demon- stration	Dist. of Helpful Materials	Eval. Cri- tique		
Title I Staff (Center Teacher)			X			a ande:		
Parent Resource Person	Х	X	x	x	X	Х		
Parents				X		X		
Child-Care Aides				<b>X</b>	X			
Administration					en de la companya de la companya de la companya de la companya de la companya de la companya de la companya de	<b>X</b>		

# Program Committee

This inservice will be held in fourteen one-half day sessions, one in each of the fourteen target school areas. It will be set up and conducted by Mrs. Martha Harvey, a parent resource person, with cooperation from each Center teacher.

	Program Budget	
Item	Rate	Total Cost
Consultant - Mrs. Martna Harvey	1-8 hr. planning at \$1.80 an hour 14-3 hr. workshops at	\$224.40
	\$5.00 an hour	
Travel expenses for collecting materials needed		\$15.00
Materials for the Inservice		\$100.00
Parents	00.00	00.00
Refreshments		\$75.00

TOTAL: \$414.40

AREA: Parent Involvement

TRAINEE: Teachers - Tit

SITE: Christ Church

Annex

# INSERVICE: PARENT INVOLVEMENT

### Workday - All Day Christ Church Annex

ESEA Title I teachers taking part in the workshop on parent involvement techniques will be able to demonstrate an ability to organize parental involvement programs in their individual target schools to further enhance parent-school communication. Evaluation will be made by an opinion form to be filled out by participants as well as by observation and reporting on individual programs and success throughout the year.

		Program Matrix				
Target Training	TRAINING AREAS					
Group	Preparation	Development of Parent Activi- ties	Development of Tech. to Facilitate Comm.	Evaluation of Critique		
Title I Specialists	X	X	Х	<b>X</b> /		
Administrators		х	х	X		
Aides	X					
Resource Professional	X	х	X			

This workshop will be set up by Mr. Jerry Downing, Director of Pupil Personnel Services of Lake Tahoe Unified School District, S. Lake Tahoe, California, with cooperation from: Joanne Kleist, Darlene Edler, John Bricco.

ITEM	RATE	TOTAL COST
Consultant - Mr. Jerry Downing	\$100/day plus travel and expenses	\$414.00
Title [ Staff		00.00
Uaterials	\$50.00	\$50.00

TOTAL: \$464.00

Item: Inservice

Exhibit: ¥-11

Area: Grooming assemblies

Trainee: Parents, Students

Site: Target School

INSERVICE: GROOMING ASSEMBLIES WORKSHOP

Approximately 1/2 day sessions at each Target elementary school.

OBJECTIVE

Through a series of assemblies, parents and participating students from E.S.E.A. Title I schools will demonstrate a better understanding of the necessity for a positive attitude toward grooming. The assemblies will be held in each of the target schools. The demonstration will be by Mrs. Mac Goren from the Wisconsin School of Cosmetology and a representative from the Barber School Connected with NWTI. Evaluation will be by a form developed by the demonstrators and the Title I staff working on this inservice during the Fall of 1973.

		Program Matrix		
Target Training Groups	Planning	Development of Act.	Demon.	Evaluation and Crit.
Parents				x
Students				
Resource People	×	<b>.</b>	×	x
Title I Staff	<b>X</b>			x
Parent Advisory Council	<b>X</b>			*

# PROGRAM COMMITTEE - Grooming Inservice

The workshop will be designed by Mrs. Mac Goren from the Wisconsin School of cosmetology and a representative from the Barber School at NWTI with Title I staff help from Mary LaViolette, Darlene Edlen and a parent from the Advisory Council.

# PROGRAM BUDGET

TTEM	RATE	TOTAL COST
Mrs. Mac Goren School of Cosmetology	\$10/Center	\$130.00
Representative from Barber Schools Robert Smith, Et. Al.	\$10/Center	\$130.00
Samples for - Demonstration	\$1.00/person	\$350.00

TOTAL \$610.00



IMEM: Inservice

AREA: Human Relations:

Teaching the

Disadvantaged

EXHIBIT: Y-12

TRAINEE: Staff-Title I, Principals,

Elementary Teachers,

Parents, Advisory Council

D. INSERVICE: HUMAN RELATIONS: TEACHING THE DISADVANTAGED

Workshop: 1 day, 8 a.m. to 4 p.m. (as specified by administration). Christ Church Board of Education Annex

#### OBJECTIVE

To acquaint ESEA Title I staff, principals, elementary teachers in the target schools, and parent advisory committee with ideas and materials that can be incorporated into the daily classroom routine, to improve the classroom environment and to meet the individual needs of children involved.

### EVALUATION

Evaluation will be through observation of the participants' involvement in the workshop and in reporting back on the results of the use of materials. A questionaire will also be developed by the leaders setting up the workshop.

### ACTIVITIES

This conference will be planned and the activities will be set up by Will Ray and Alex Molnar from the University of Wisconsin - Milwaukee, with the needs of the participants involved satisfied.

# PROGRAM MATRIX

Target			TYPES	OF TRAINING		
Training Groups	Resource People	Ideas Diff. Disciplines	Home Read. Activity	Enrichment	Motivation for Reading	Evaluation & Critique
Parents		<b>X</b> -	X	x	Х	X
Administration		X			X	X
Classroom Teacher	X	<b>X</b>	X	<b>X</b>	X	X
Title I Staff		<b>X</b>	X	<b>X</b>	Х	X
Parent Advisory Council		X	X	X	<b>X</b>	<b>X</b> • • • • • • • • • • • • • • • • • • •

# PROGRAM BUDGET

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1TEM	RATE	TOTAL COST
ConsultantWill Roy	\$100 + expenses (\$36)	136.00
ConsultantAlex Molnar	\$100 + expenses (\$35)	136.00
Staff: 10-15 classroom teachers		00.00
Staff Title Iother teachers		00,00
Parents-Advisory Council	No Pay	00.00
Refreshments	\$15.00	15.00
Materials	\$100.00	100.00

TOTAL -- \$387.00